MINISTRY OF EDUCATION AND TECHNICAL EDUCATION
KG1
Pilot Edition
Connect Plus
Term 1
Student's Book
2019-2020
غير مصرح بتداول الكتاب خارج
وزارة التربية والتعليم والتعليم الفني

KG1

Connect Plus

Student's Book

Term 1

Andrea Turner and Nicola Gardner

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect Plus*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

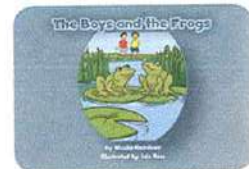
Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki
Minister of Education and Technical Education

Contents

Scope and sequence

Theme	Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
	Hello!	Adam, Busy Bee, Dina; Hello, Bye	What's your name? I'm (Busy Bee).		Communication: Self-expression	Participation		
Who am I?	1 This is me!	mommy, daddy, brother, sister; eye, ear, mouth, nose, hair, arm, leg, hand, foot; one, two; red, blue, yellow, green, orange, brown	This is my (mommy). I have 2 (ear)s. It's (yellow). I like...	h/H: Hello, hair, Hana, hand b/B: Bye, blue, Busy Bee, brown	Participation Respect of diversity Problem solving	Tolerance and acceptance of others	Non-discrimination issues	**Science:** The senses; Body parts **Art:** Colors; A monster family
	2 In my classroom	pencil, pen, eraser, sharpener, board, chair, table, playground; numbers 1-10; circle, triangle, square, rectangle; teacher, librarian, nurse	This is a (pen). This is an (eraser). How many are there? There are (ten). It's a (circle).	m/M: mouth, Maha, classroom n/N: nose, nurse, pen, Nour	Communication Problem solving Creative thinking	Collaboration Independence	Loyalty and belonging	**Social Science:** People who help us **Math:** Shapes **Art:** Make a shape picture
The world around me	3 Our animals	rabbit, camel, cat, fish, frog, horse, sheep; land, water; baby, child, teenager, adult; living, non-living; eat, grow, breathe	My favorite animal is the (cat). (Camels) live on land. Living things (eat). Non-living things don't (eat).	p/P: pen, panda, playground, Pyramids r/R: red, rabbit, sharpener, Reem, playground	Collaboration Critical thinking: Differentiate between similarities and differences	Caring for animals Curiosity	Environmental responsibility	**Science:** Stages of life; frogs **Art:** Make a collage **Geography:** Land and water
	4 Our world	salad, tomato, cucumber, lettuce, carrot, corn; cloud, rain, puddle, sea, river; gray, black, white; summer, winter	It's good/bad for you. Let's wash our (hands). I like / don't like (rain).	d/D: daddy, duck, hand, salad, Dina s/S: sister, sun, salad, Seleem	Self-management	Independence Curiosity	Environmental responsibility Preventative health	**Science:** Healthy food; Is it water? **Art:** Make a food wheel

Story: The Boys and the Frogs

Review 1	Revision of language from units 1–4

Hello!
1 Listen, look and point
I'm Busy Bee.
I'm Adam.
I'm Dina.
Go to Activity Book pages ii-iii

2 Draw and write

I'm ______________ .

3 Say

Hello, I'm Reem.

Theme 1

Who am I?

Unit 1
This is me!
1 Look, listen and find
Go to Activity Book page 2
2

1 Listen, look and say

mommy

brother

1 2 3 4

daddy

sister

Vocabulary: *brother, daddy, mommy, sister*

Who is this?

1 Listen, read and circle

1

This is my mommy.

2

This is my daddy.

3

This is my brother.

4

This is my sister.

What is this?

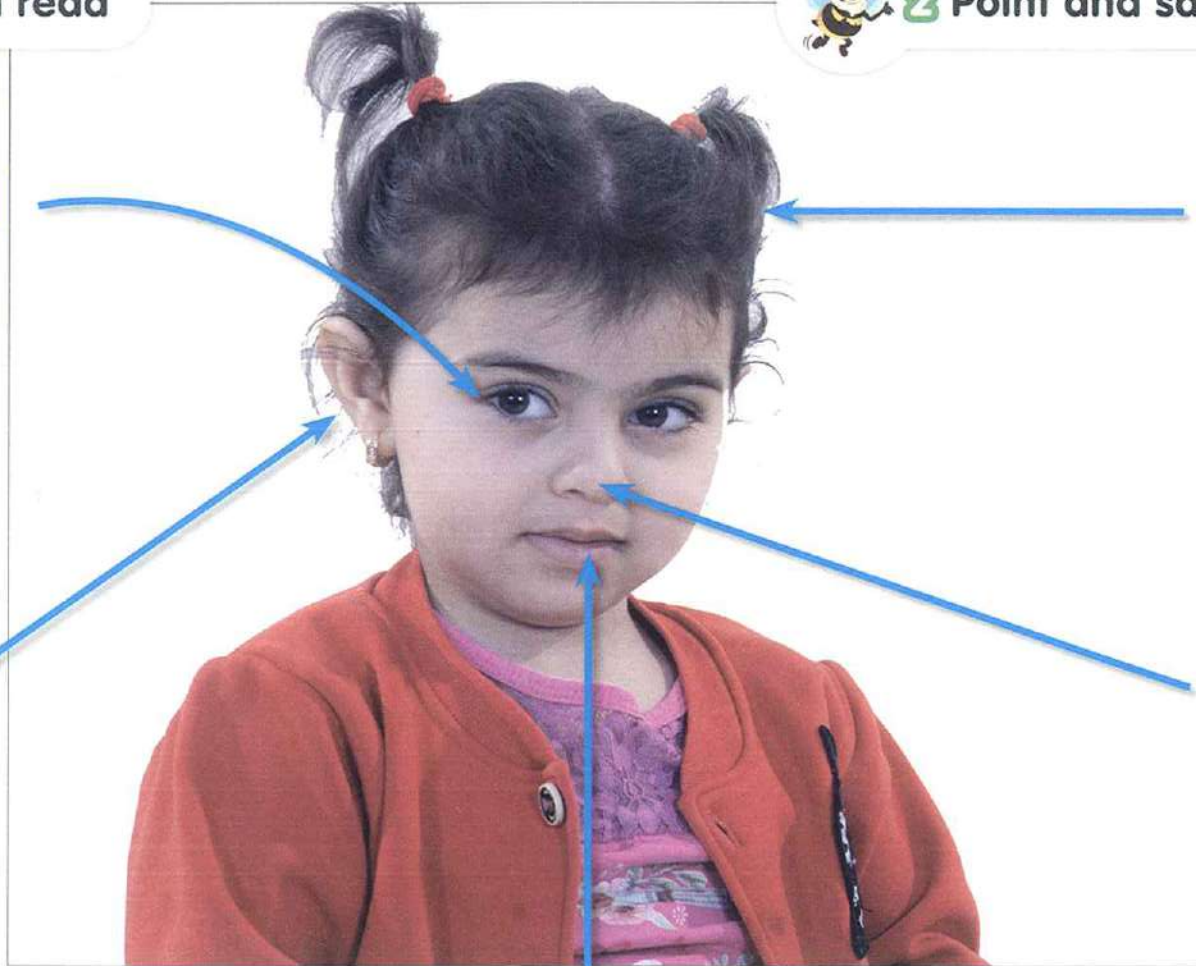
1 Listen, then read

2 Point and say

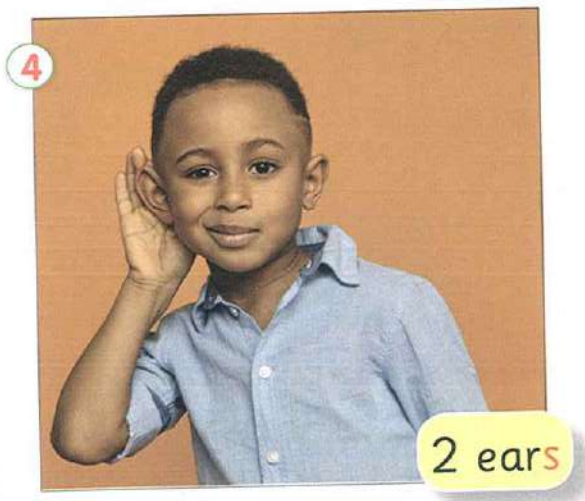
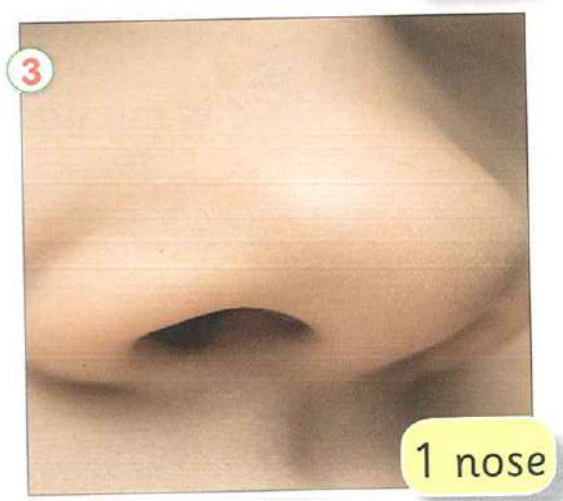
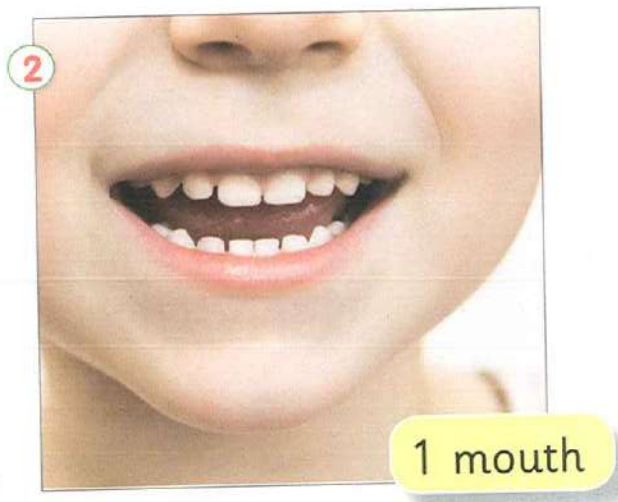
① This is my eye.

② This is my ear.

③ This is my hair.

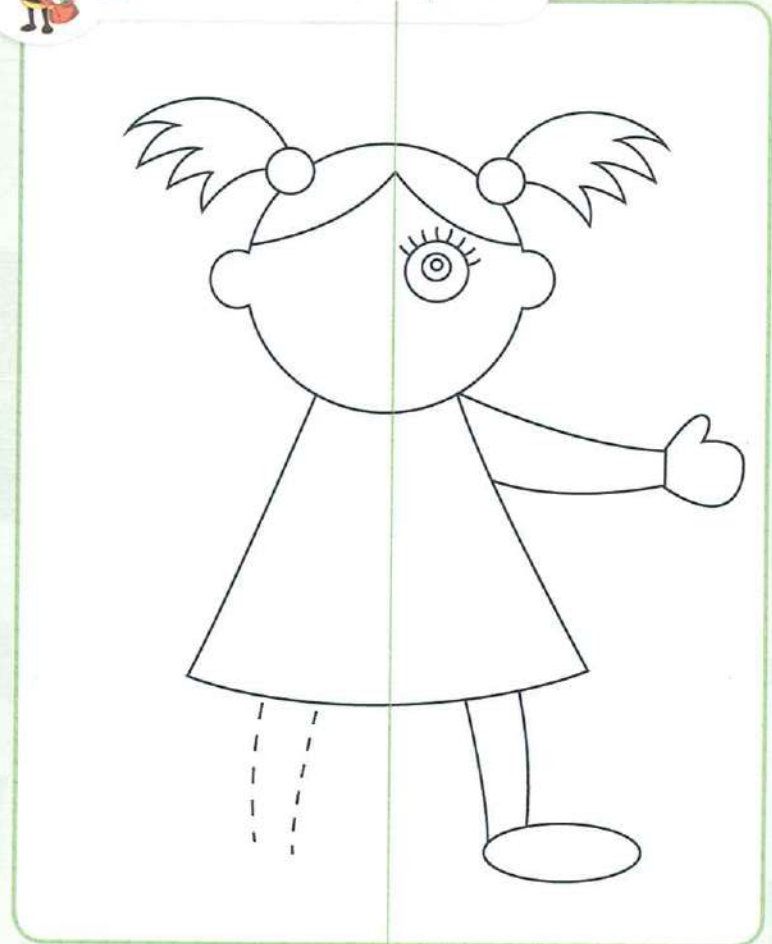
④ This is my nose.

⑤ This is my mouth.

1 or 2?

1 Look and say

2 Point and say

Go to Activity Book page

1 Listen, point and say

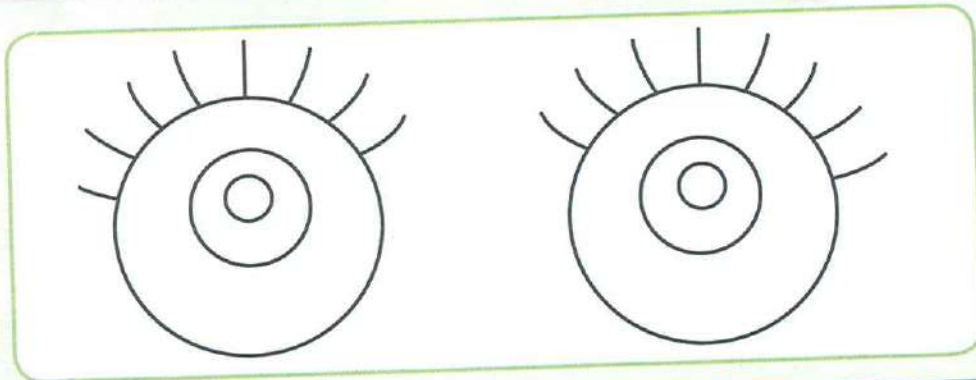
2 Look and complete

3 Sing and do

1 Listen and read

I have blue eyes.

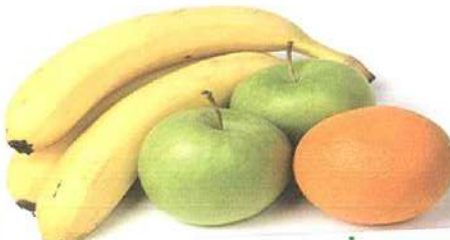
I have brown eyes.

I have green eyes.

2 Color and say

3 Look and say

Language: *I have (black) eyes.*

Life skills: Respect for diversity

1 Look, read and circle

2 Now say

Language: *I smell with my nose.*

Go to Activity Book page 9

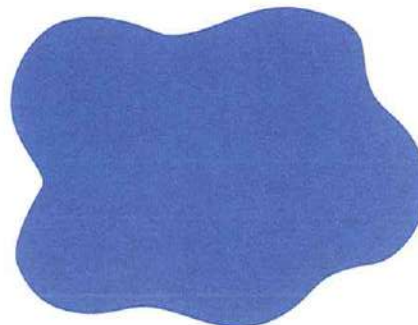
bBhH Learn sounds with Busy Bee!

1 Listen and repeat

2 Look and find b, h, B and H

bB

brown

hH

Hana

hair

hand

a b c d e f g h i j k l m n o p q r s t u v w x y z

Phonics: the *b* and *h* sounds

Go to Activity Book page 10

bBhH Learn to write with Busy Bee!

1 Trace and copy

2 Look and complete

usy ee   and   lue   ello

ABCDEFGHIJKLMNOPQRSTUVWXYZ

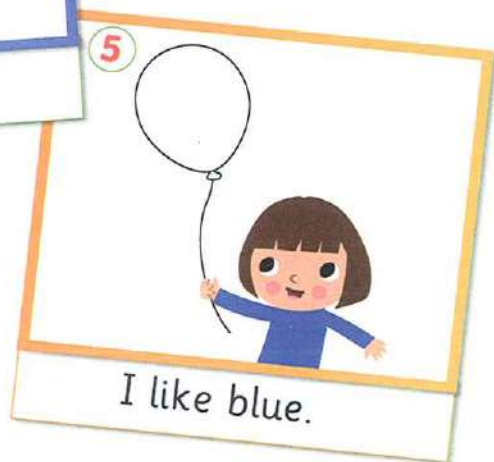
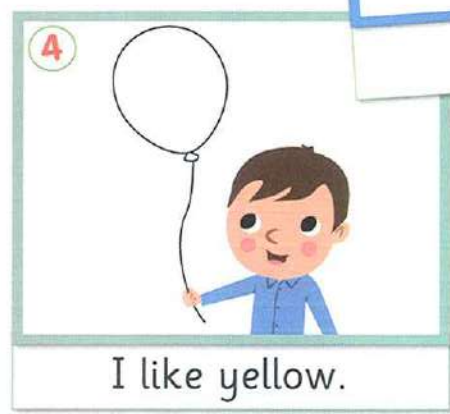
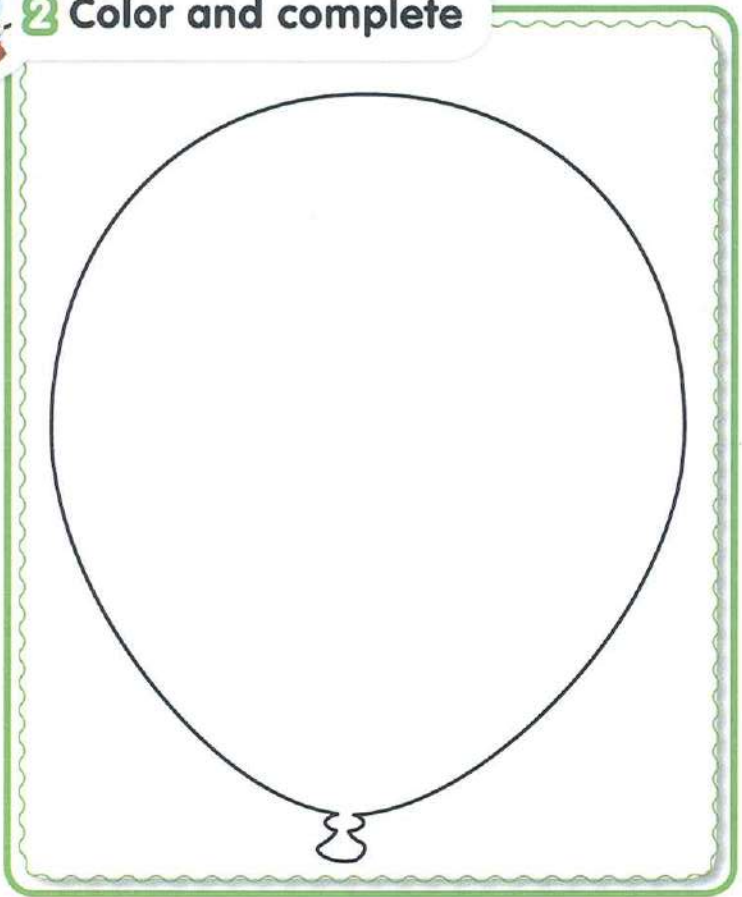
Go to Activity Book page 11

What color is it?

1 Listen and say

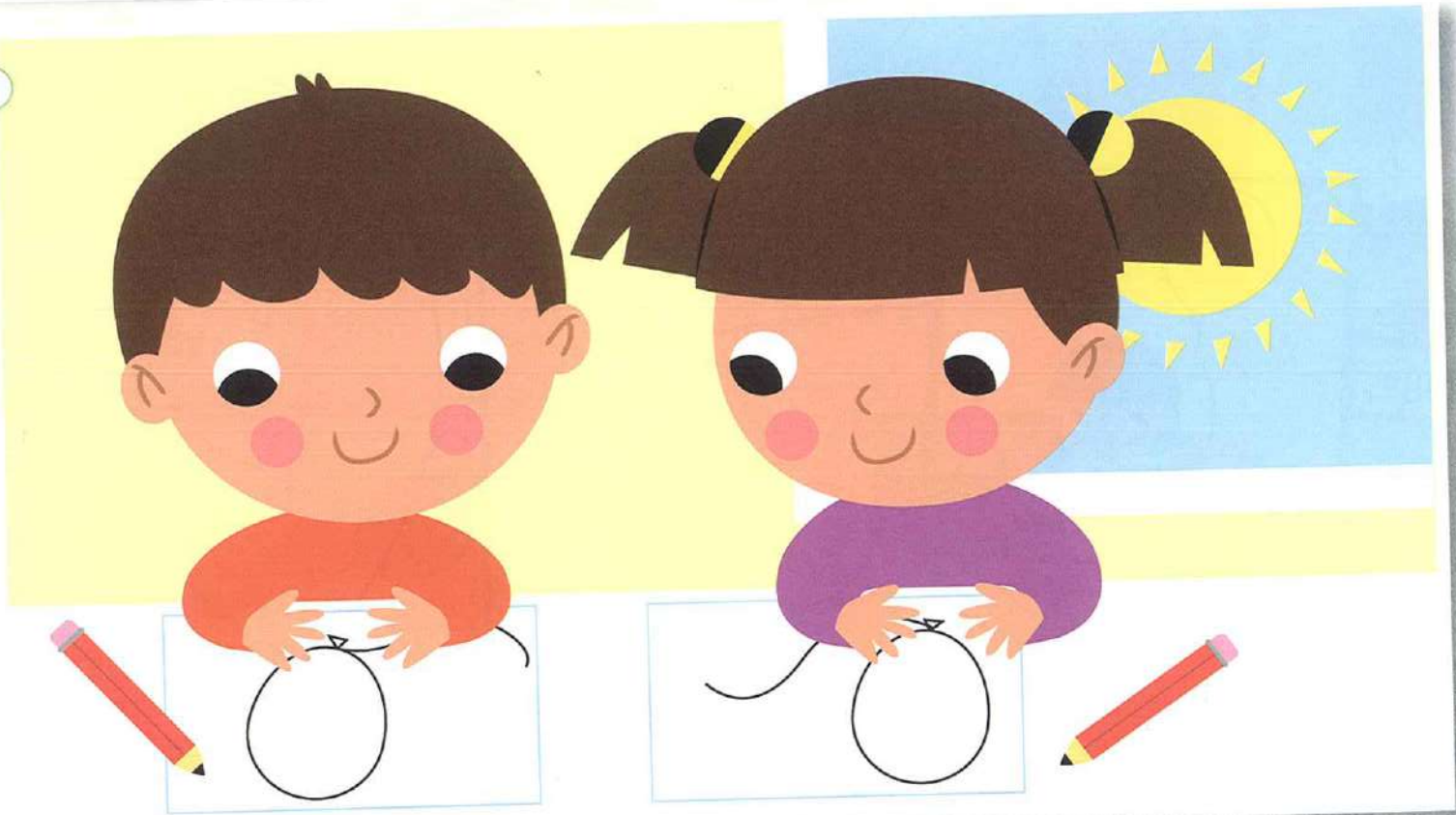
red blue yellow green orange brown

2 Match and say

I like green

I like ....

Go to Activity Book page 13

1 Listen, read and point

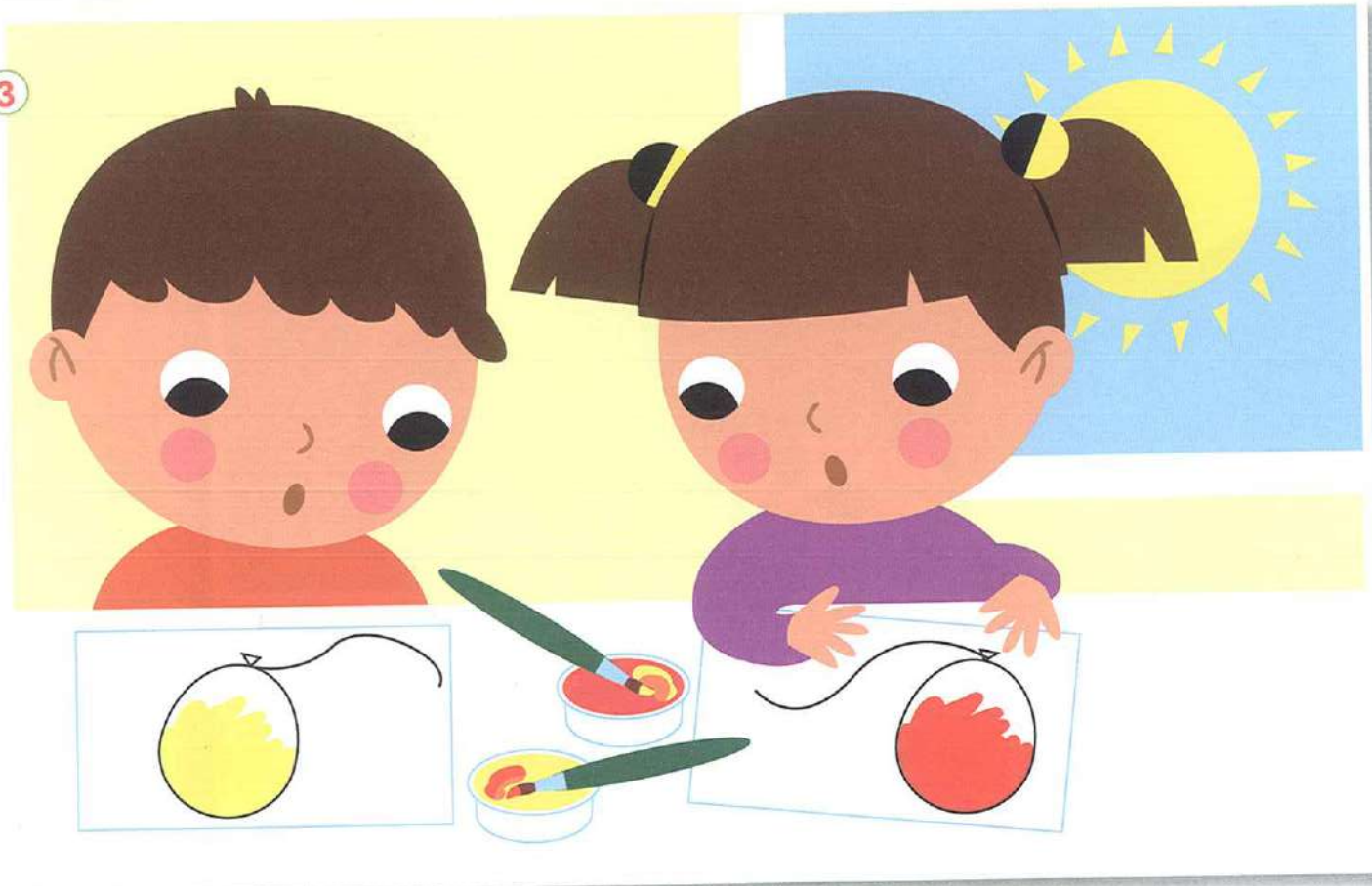
1

Adam: This is my balloon. It's for Mommy.

Dina: And this is my balloon. It's for Daddy.

2

Adam: My balloon is yellow. I like yellow.

Dina: I like my balloon, too. It's red.

3

Adam: Oh no! The yellow paint!

Dina: Oh no! The red paint!

Think!

What color do red and yellow make?

4

Dina: This is for you Daddy.

Adam: This is for you Mommy.

Daddy: I like my balloon. It's orange.

Mommy: I like my balloon. It's orange, too!

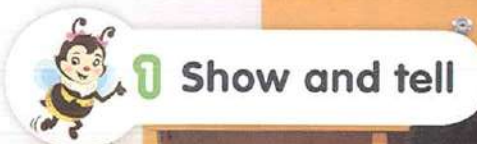
A colorful family

1 Make a funny family

2 Look and say

Project: Make a colorful family *Mommy is blue.*

Show and tell

1 Show and tell

Language: *This is my (family).*

Unit review Unit 1

2 Look and color

Vocabulary

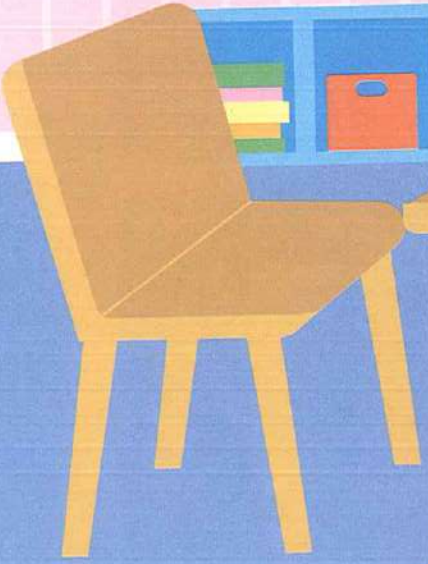
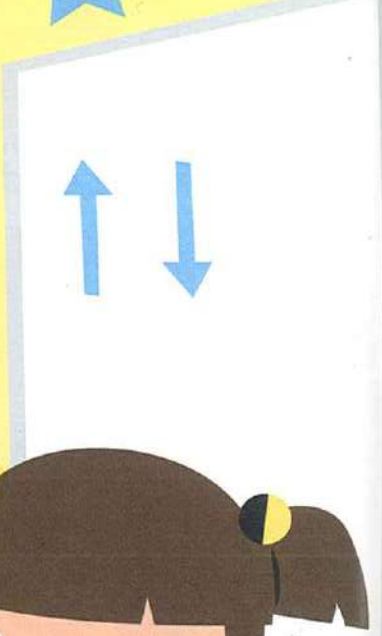
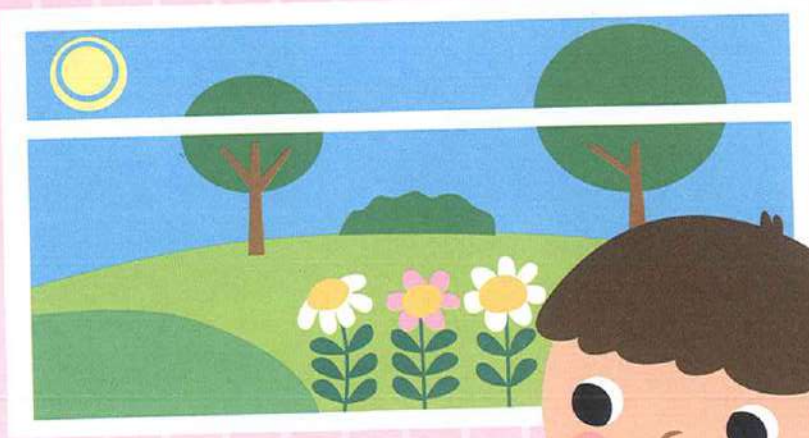
Science

Phonics hH bB

Problem-solving

Project

Go to Activity Book page 17

Unit 2 In my classroom

Go to Activity Book page 18

1 Listen, look and say

2 Read and match

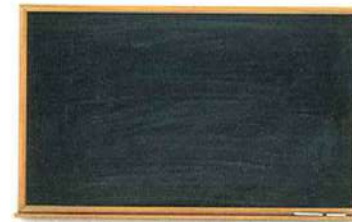
①

②

③

④

⑤

⑥

pen

pencil

table

board

eraser

sharpener

Vocabulary: *board, eraser, pen, pencil, sharpener, table*

Go to Activity Book page 19

This is a pencil

1 Listen and read

2 Point and say

Reading and speaking: *This is a pen.*

I can count

1 Listen and say

2 Read and count

one two three four five

six seven eight nine ten

Vocabulary: Numbers 1 to 10

Go to Activity Book page 21

How many chairs are there?

1 Read and circle the correct answer

1

There **is** / **are** four pens.

There **is** / **are** one eraser.

There **is** / **are** three pencils.

There **is** / **are** one sharpener.

2 Look at your table. Ask and answer

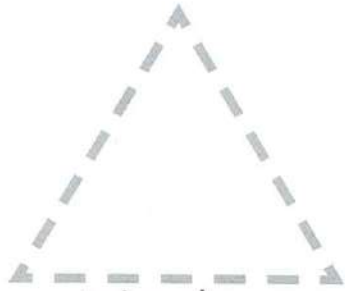
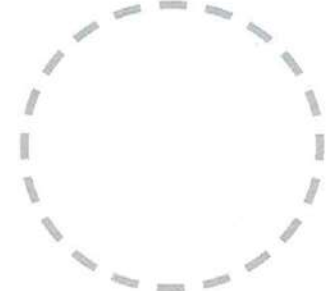
How many sharpeners are there?

There is one sharpener.

Language: *There is... There are...*

Go to Activity Book page 2

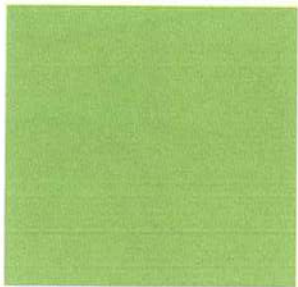
Learn shapes with Busy Bee!

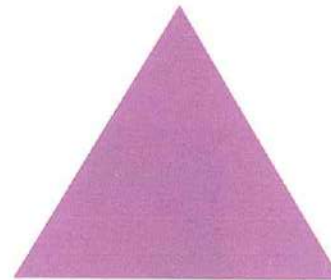
1 Listen and say

2 Trace and color

triangle

square

rectangle

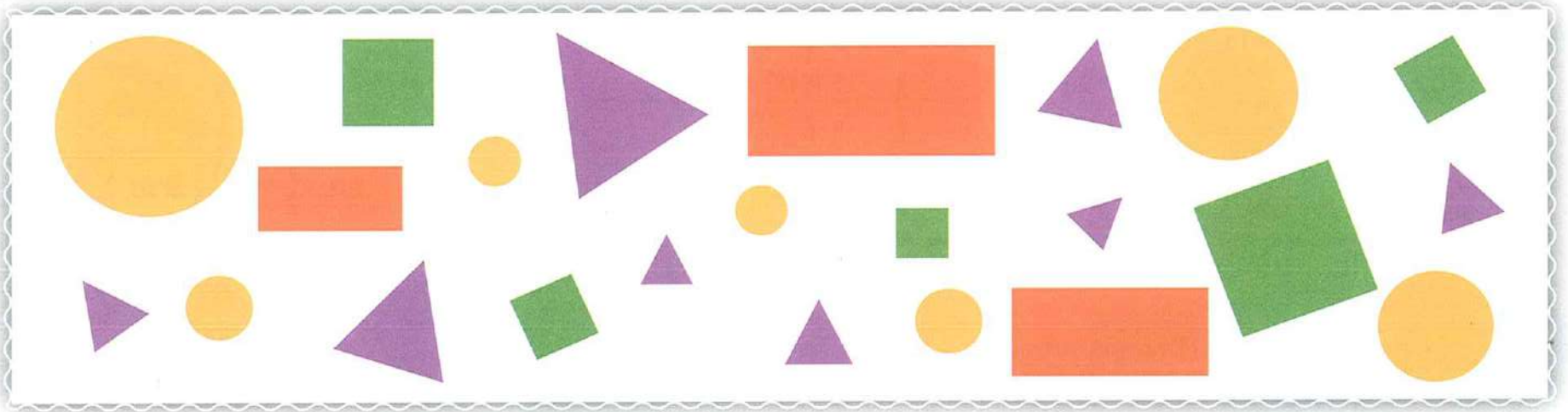
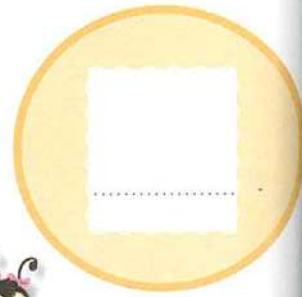
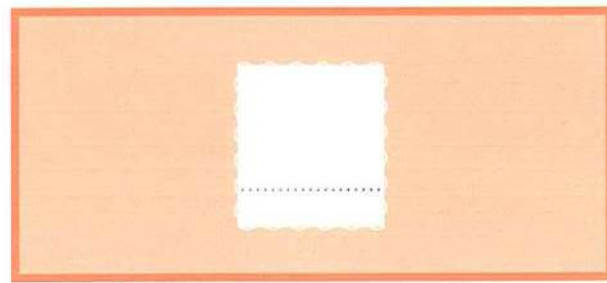
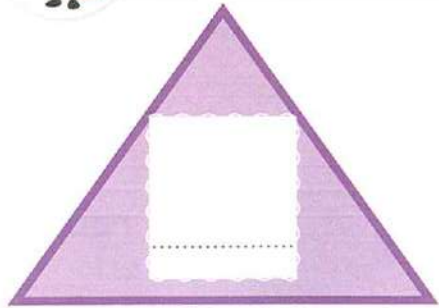
circle

3 Look, listen and read

A square has four equal sides.

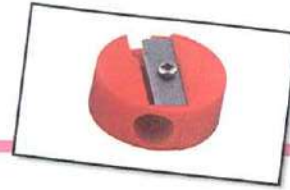
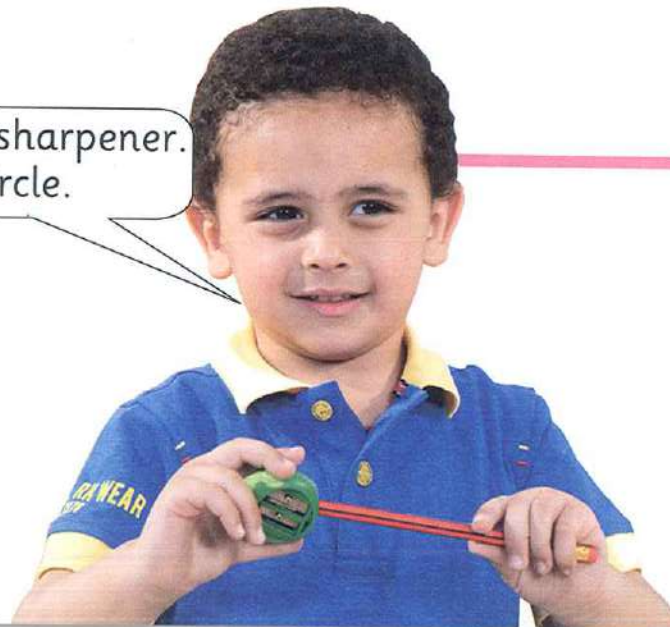
A rectangle has two short sides and two long sides.

A triangle has three sides.

A circle is round.

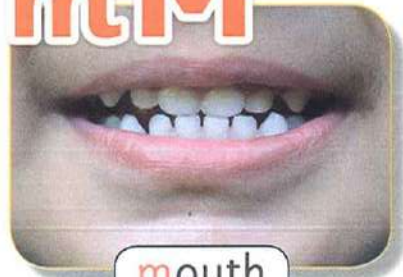
Learn to count with Busy Bee!

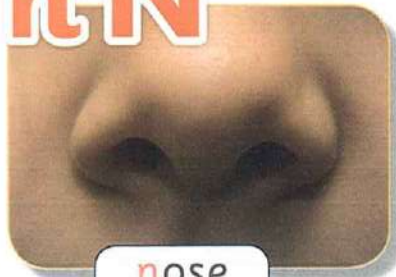
1 Look and count

2 Write the number

Connect with Math: Identifying and counting shapes

Go to Activity Book page 24

1 Draw and color the things in your classroom
This is my pencil sharpener.
It's green. It's a circle.
2 Point and say
Go to Activity Book page 25

1 Listen and repeat

2 Look and circle m, n, M and N

mouth

classroom

Maha

nose

nurse

Nour

pen

a b c d e f g h i j k l m n o p q r s t u v w x y z

Phonics: the *m* and *n* sounds

Go to Activity Book page 26

mM nN Learn to write with Busy Bee!

1 Trace and copy

2 Look and complete

urse

pe

aha

our

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Go to Activity Book page 27

People who help us

1 Listen, read and point

My teacher helps me write.

A librarian helps me find books.

A nurse helps me feel better.

2 Sing

Social Studies: People who help us at school.

Go to Activity Book page 28

1 Look, listen and write the number

2 Now say

Language: *My friend helps me with my sharpener.*

Values: Cooperation and empathy

Dina gets ready for school!

1 Listen, read and point

Dina: Adam, can you help me get ready for school tomorrow?

Adam: Yes, of course!

Dina: I want an eraser, a sharpener, some pens and some pencils.

Adam: Which eraser do you want?

Dina: The yellow eraser. It's a triangle.

Adam: Which sharpener do you want?

Dina: The green, square sharpener.

Adam: Which pencils do you want?

Dina: I want two yellow pencils, please.

Adam: Which pens do you want?

Dina: I want one pen - my blue pen.

Adam: I can't see your blue pen.

Think!

What can the children do now?

Life skills: Problem-solving

7

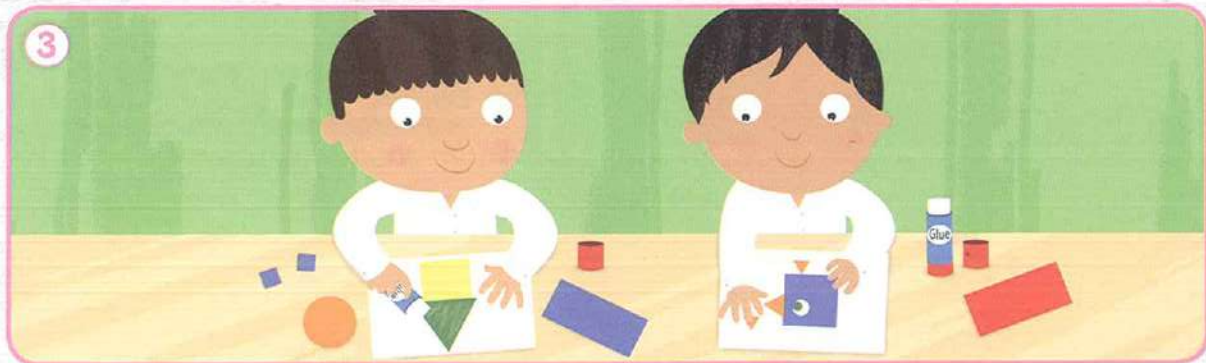
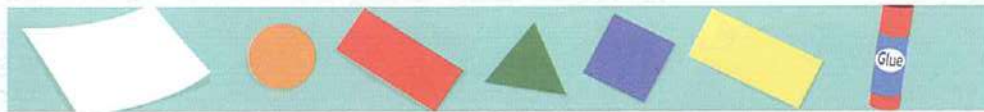
Dina: Look!

Adam: Here it is!

Dina: Thank you, Adam! Thank you, Busy Bee!

A shape picture

1 Make a shape picture

2 Look and say

Project: A shape picture *It's a car. It's a red rectangle.*

Go to Activity Book page 32

Show and tell

1 Show and tell

2 Look and color

Vocabulary

Phonics mM nN

Values

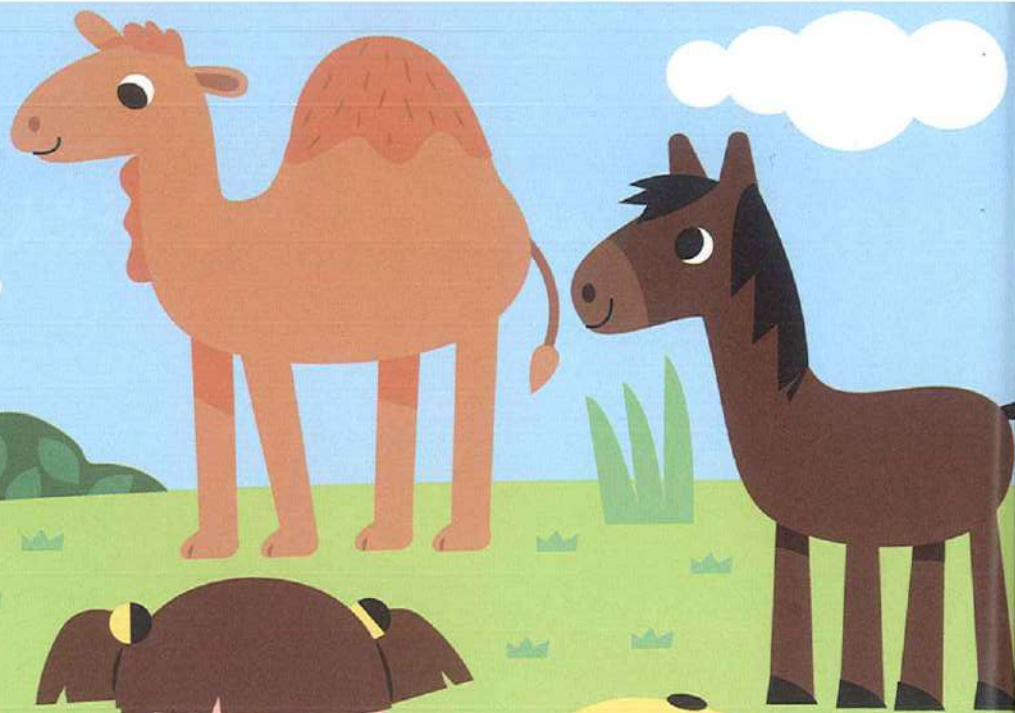
Problem-solving

Project

Language: *It's a (mouse). It's a green circle.*

Theme 2

The world around me

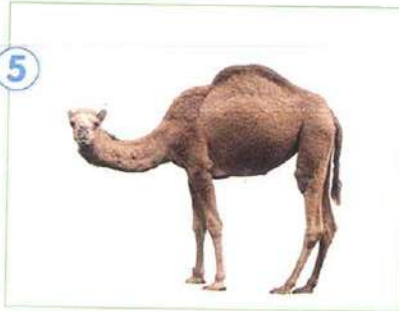
Unit 3 Our animals
1 Look, listen and find
Go to Activity Book page 3

1 Look, listen and say

1

2

3

4

5

6

7

rabbit cat sheep horse camel frog fish

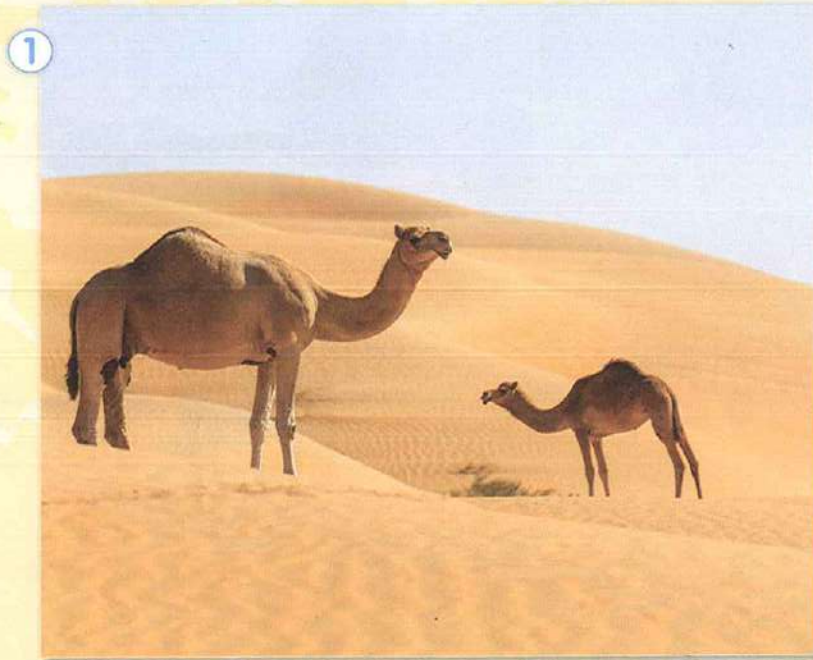
Vocabulary: *camel, cat, fish, frog, horse, rabbit, sheep*

Where do camels live?

1 Listen and read

1

Camels live on land.

2

Fish live in water.

2 Listen and sing

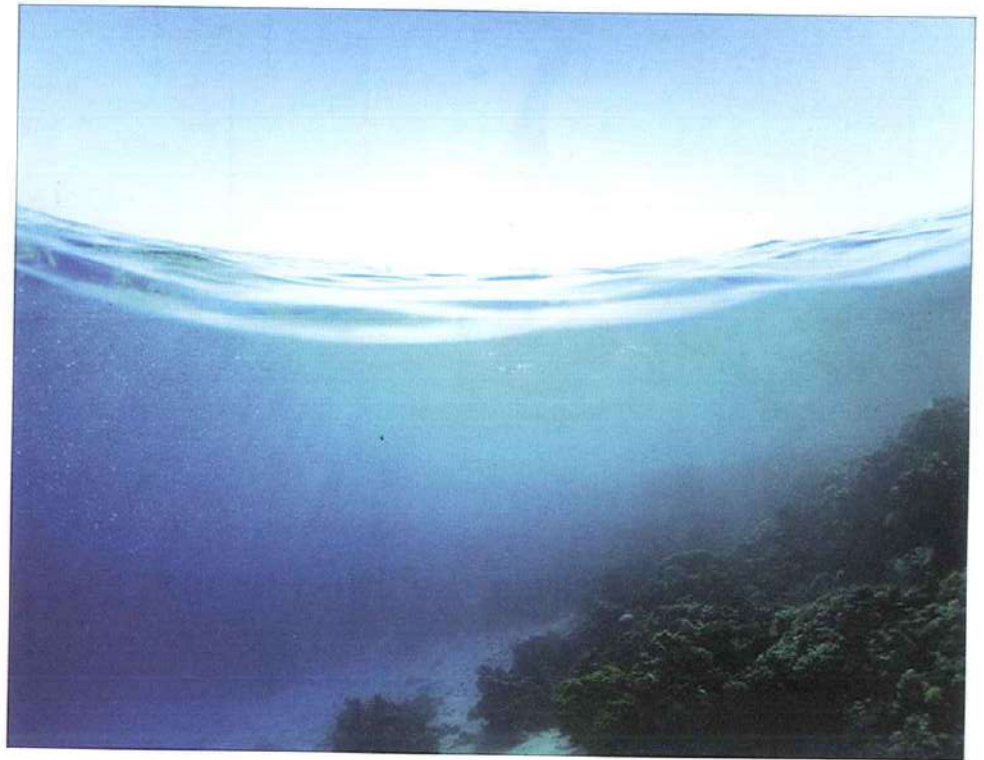
Language: *Camels live on land.*

Go to Activity Book page 40

Land and water

1 Cut, color and stick

2 Look and say

land

water

Go to page 93

Language: *Fish live in water.*

Go to Activity Book page 41

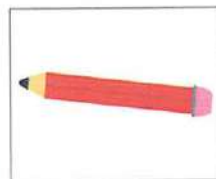
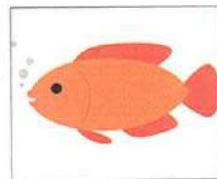
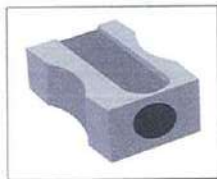
The living world

1 Listen and read

Living things **eat**.

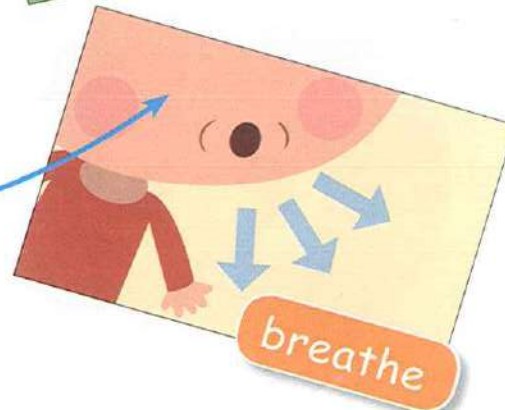
Living things **grow**.

Living things **breathe**.

2 Look and circle the living things

Vocabulary: *living, eat, breathe, grow*

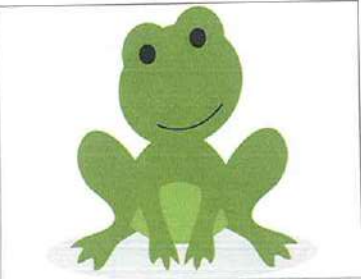
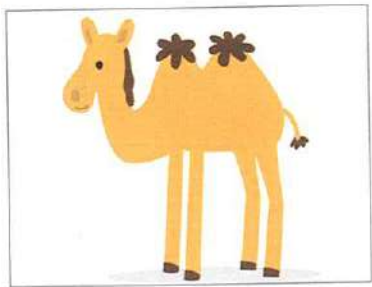
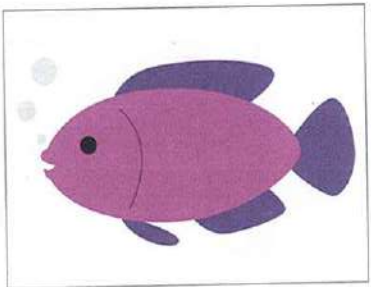
Go to Activity Book page 4

1 Look and match

2 Now say

Language: *Living things eat. Non-living things don't eat.*

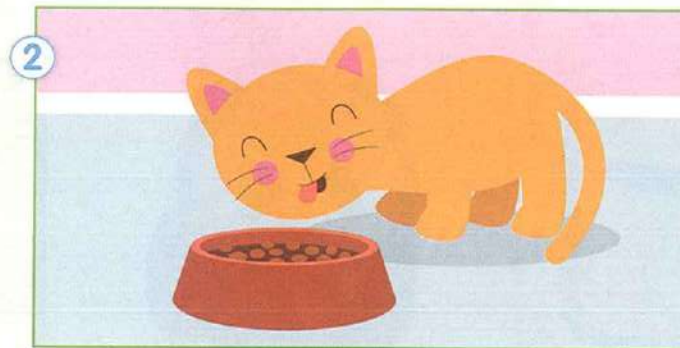
Go to Activity Book page 43

What is your favorite animal?

1 Listen. Then point and say

Listening and speaking: *My favorite animal is the (panda).*

This is Mango!

1 Listen then read

Mango is my cat.

She eats.

She grows.

I love Mango!

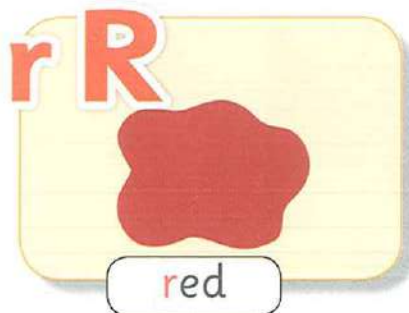
Values: Looking after animals

pP rR Learn sounds with Busy Bee!

1 Listen and repeat

2 Look and circle p, r, P and R

panda

Pyramids

playground

rabbit

Reem

sharpener

a b c d e f g h i j k l m n o p q r s t u v w x y z

Phonics: the *p* and *r* sounds

pP rR Learn to write with Busy Bee!

1 Trace and copy

2 Look and complete

anda eem yramids abbit

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Handwriting: *p, r, P and R*

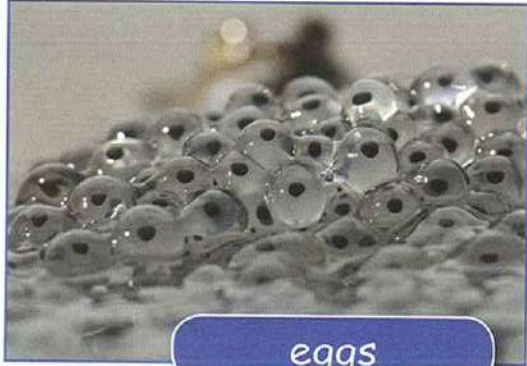
Go to Activity Book page 47

Growing up

1 Listen and number

2 Read and say

Connect with Science: Stages of life

1 Look, listen and point

① eggs

②

③ baby frog

④ adult frog

2 Now say

Connect with Science: Frogs

Mommy: The baby frog is a living thing.

Dina: Does it grow?

Mommy: Yes, it grows to be an adult frog.

⑤

What do frogs need?

Dina: How can we help the baby frog?

6

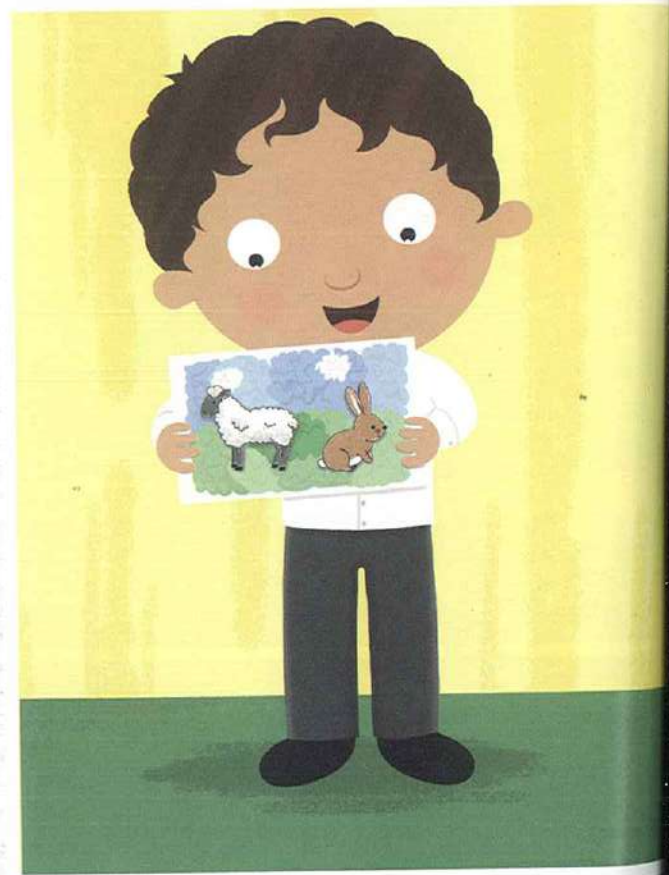
Adam: Frogs need water. They need food.

Dina: There is water. There is food.

Mommy: Yes, the frogs are growing.

Make a collage

1 Make a collage of land and water animals

2 Look and say

Go to page 95

Project: A collage *It's a sheep. It lives on land.*

Go to Activity Book page 5

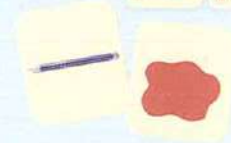
Show and tell

1 Show and tell

Language: *My favorite animal is the (panda).*

2 Look and color

Vocabulary

Phonics PP rR

Values

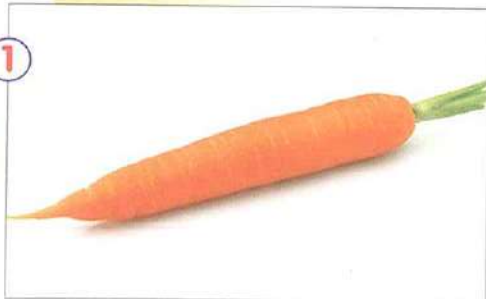
Science

Project

Unit 4
Our world
1 Listen and find
Go to Activity
Book page

1 Listen, look and say

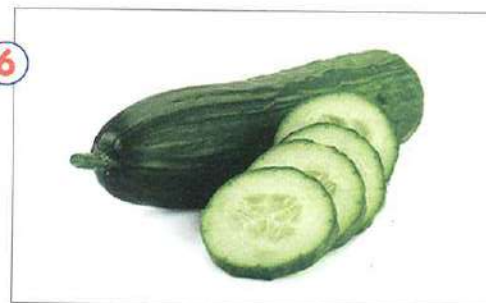
2 Read and number

①

②

③

④

⑤

⑥

[1] carrot

[ ] cucumber

[ ] corn

[ ] lettuce

[ ] salad

[ ] tomato

Vocabulary: *carrot, corn, cucumber, lettuce, salad, tomato*

Healthy or unhealthy?

1 Look and draw 🙂 or ☹️

2 Read and circle

1

It's healthy / unhealthy.

2

It is healthy / unhealthy.

3

It's healthy / unhealthy.

4

It is healthy / unhealthy.

5

It's healthy / unhealthy.

6

It is healthy / unhealthy

3 Point and say

Let's wash our hands!

1 Listen and point

2 Now say

Let's wash our hands

before

1 we eat.

2 we touch a baby.

after

1 we use the bathroom.

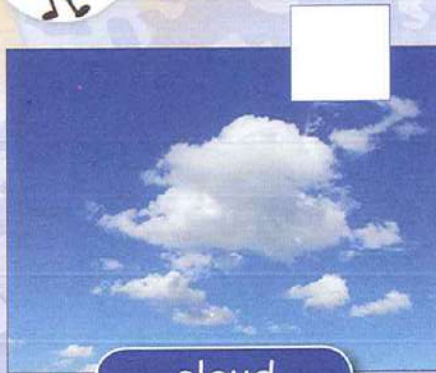
2 we touch animals.

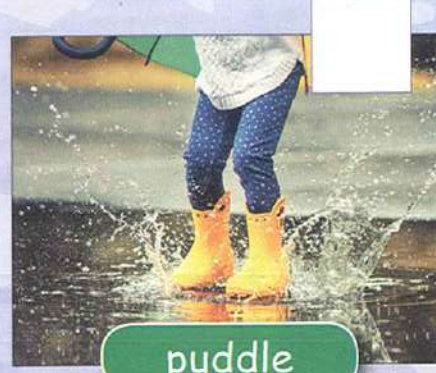
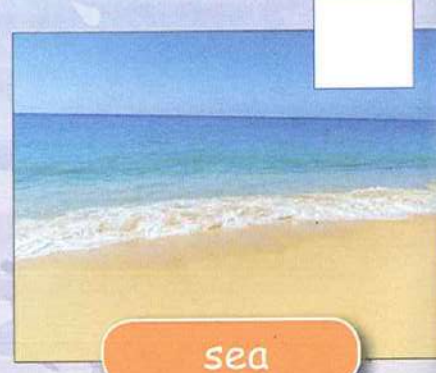
3 we cough.

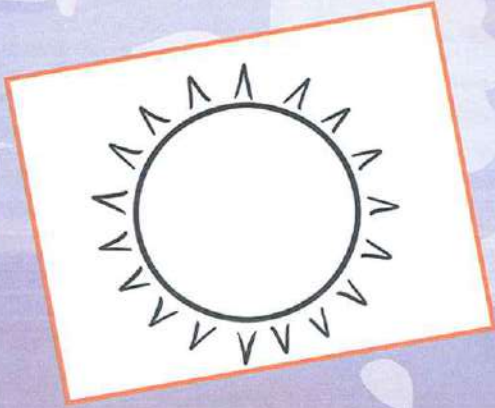
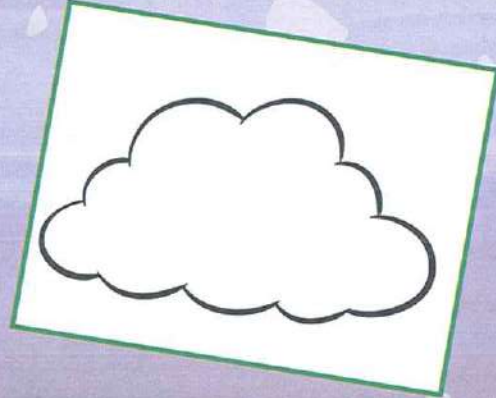
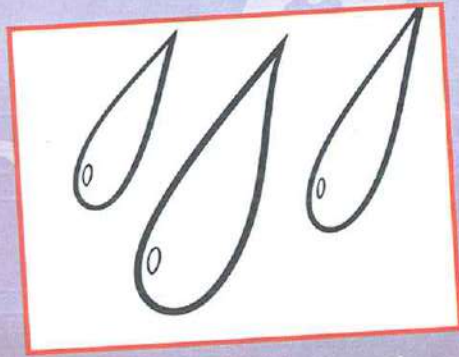
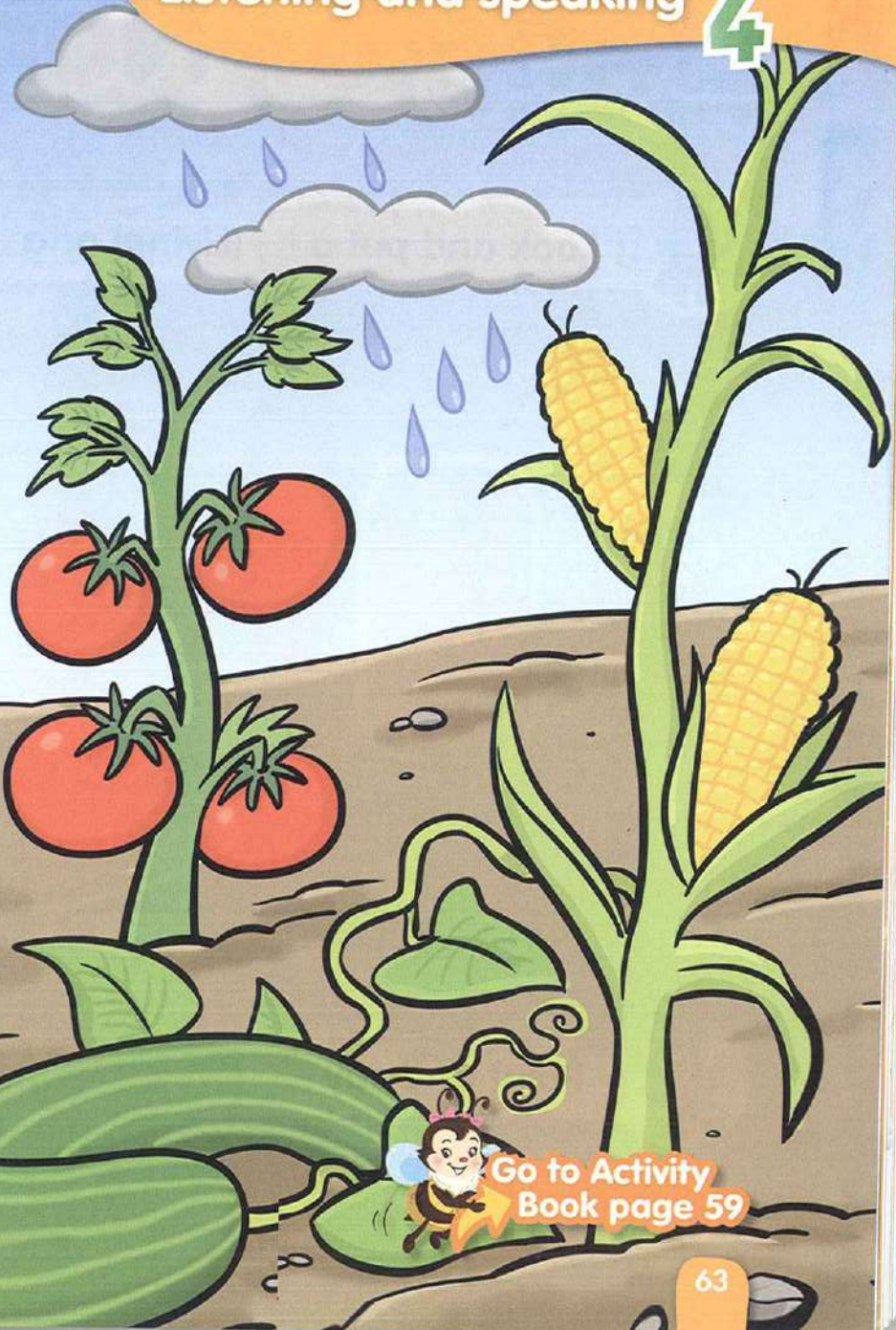
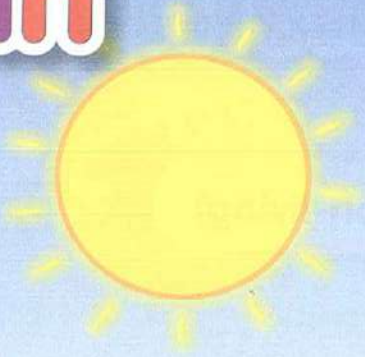
3 Listen and sing

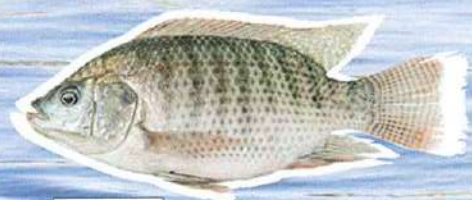
Issues: Preventative health

Is it water?

1 Listen and number

cloud

rain

puddle

sea

2 Think, color and say

Connect with Science: Water

Sun and rain
Listening and speaking
Unit 4
1 Look, listen and say
The sun and rain are good for (corn).
Go to Activity Book page 59
63

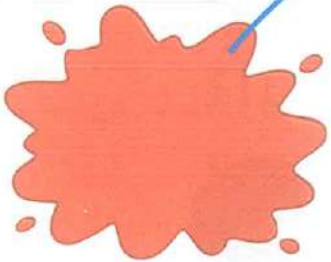
Living or Non-living?

Sorting

1 Look and match

2 Look and say

Colors

Animals

Food

Go to Activity Book page 61

dD sS Learn sounds with Busy Bee!

1 Listen and repeat

2 Look and circle d, s, D and S

daddy

duck

Dina

hand

sister

sun

salad

Seleem

abcdefghijklmnopqrstuvwxyz

Phonics: the *d* and *s* sounds

Go to Activity Book page

dD sS Learn to write with Busy Bee!

1 Trace and copy

2 Look and complete

_un

ala

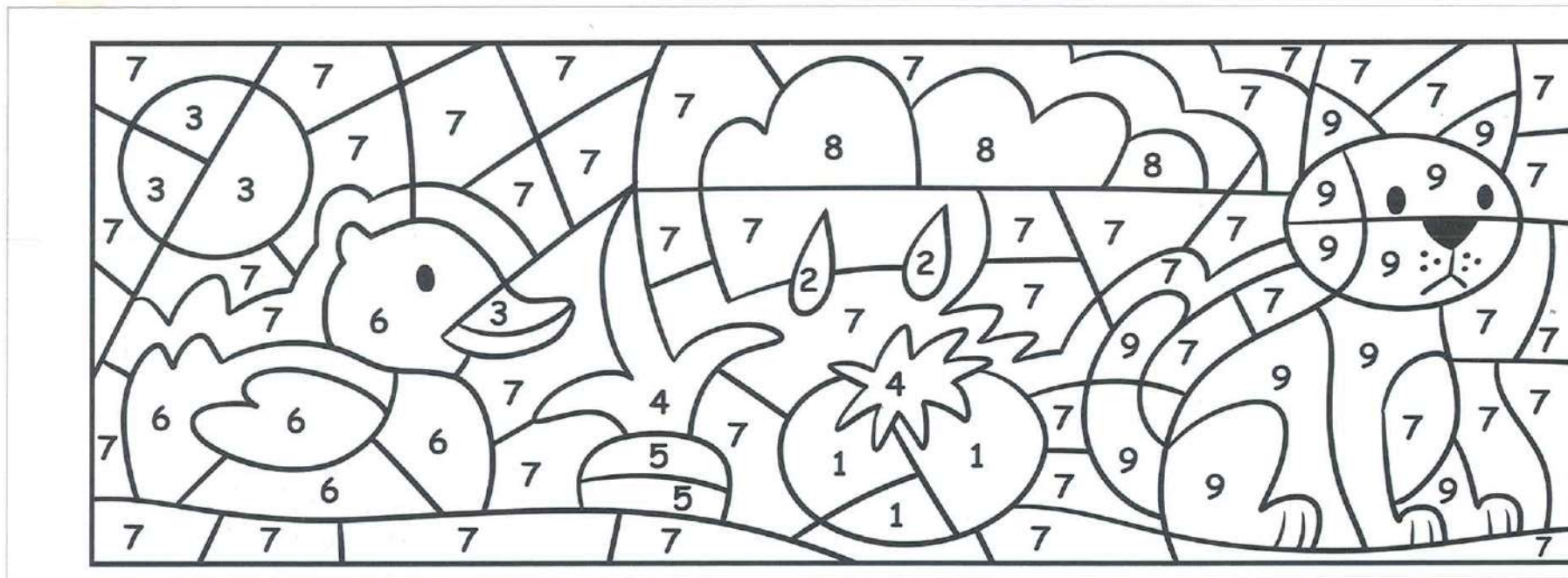
_ina

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Go to Activity Book page 63

What color is it?

1 Listen, look and color

1 2 3 4 5 6 7 8 9

2 Point and say

It's a duck.
It's brown.

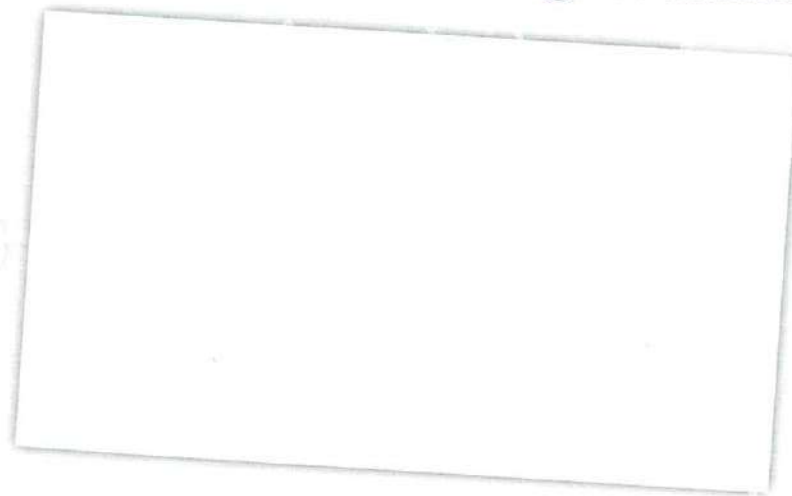
Connect with Art: Colors

1 Listen and say

① It's winter.

2 Say the colors

② It's summer.

3 Draw and circle

I like **winter** / **summer**.

Let's help

1 Listen, read and point

Dina: Let's help Mommy and Daddy.

Adam: Yes!

Mommy: We have corn, carrots and lettuce.

Daddy: We need two tomatoes and one cucumber.

Adam and Dina: OK!

Adam: Two red tomatoes.

Dina: I like tomatoes.

Dina: One green cucumber.

Adam: I like tomatoes and cucumbers.

Mommy: Adam, Dina, let's eat!

Adam and Dina: Mmm, salad!

Daddy: Adam, Dina, no!

Think!

What do we do before we eat?

6

Dina: Let's wash our hands.

Adam: Yes, let's wash our hands before we eat.

Preventative health: Personal hygiene

A food wheel

1 Make a food wheel

2 Look and say

Project: A food wheel *It's (watermelon). It's healthy.*

Go to Activity Book page 68

Show and tell

1 Show and tell

Language: *This is watermelon. It's healthy.*

2 Look and color

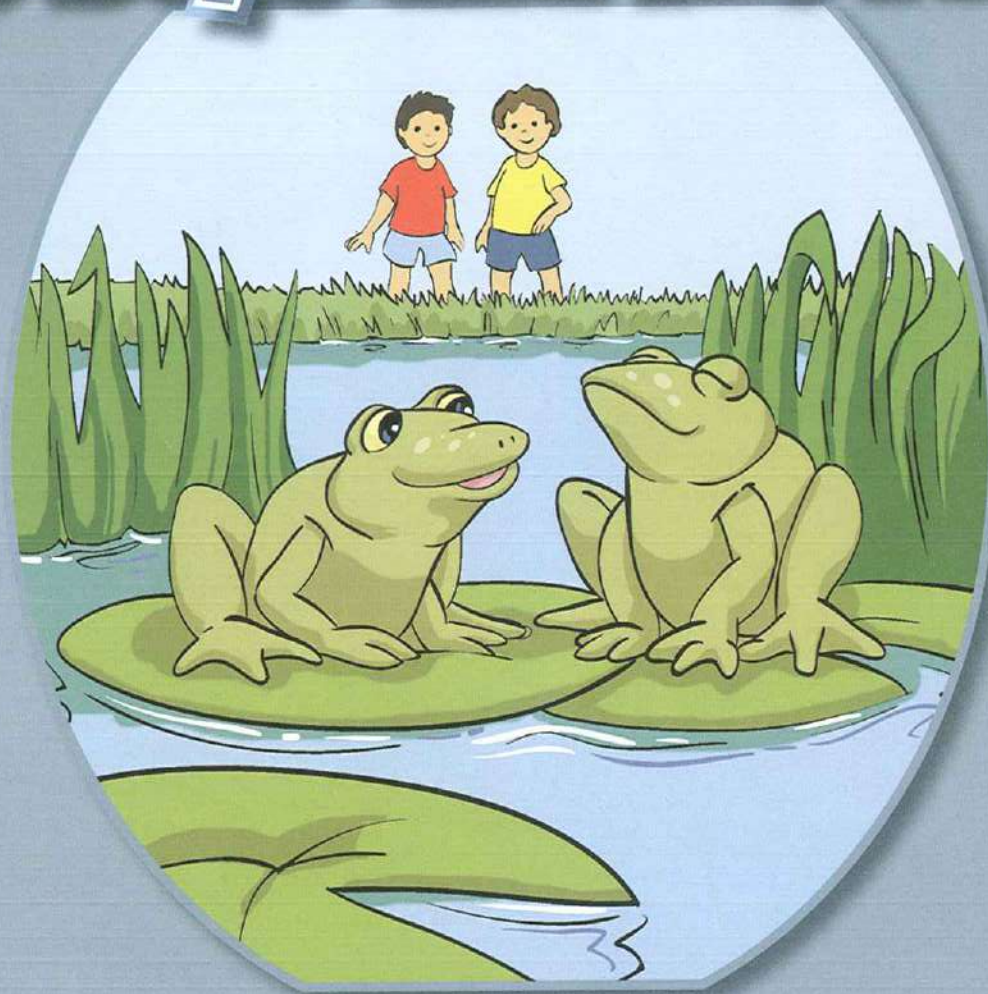
Vocabulary

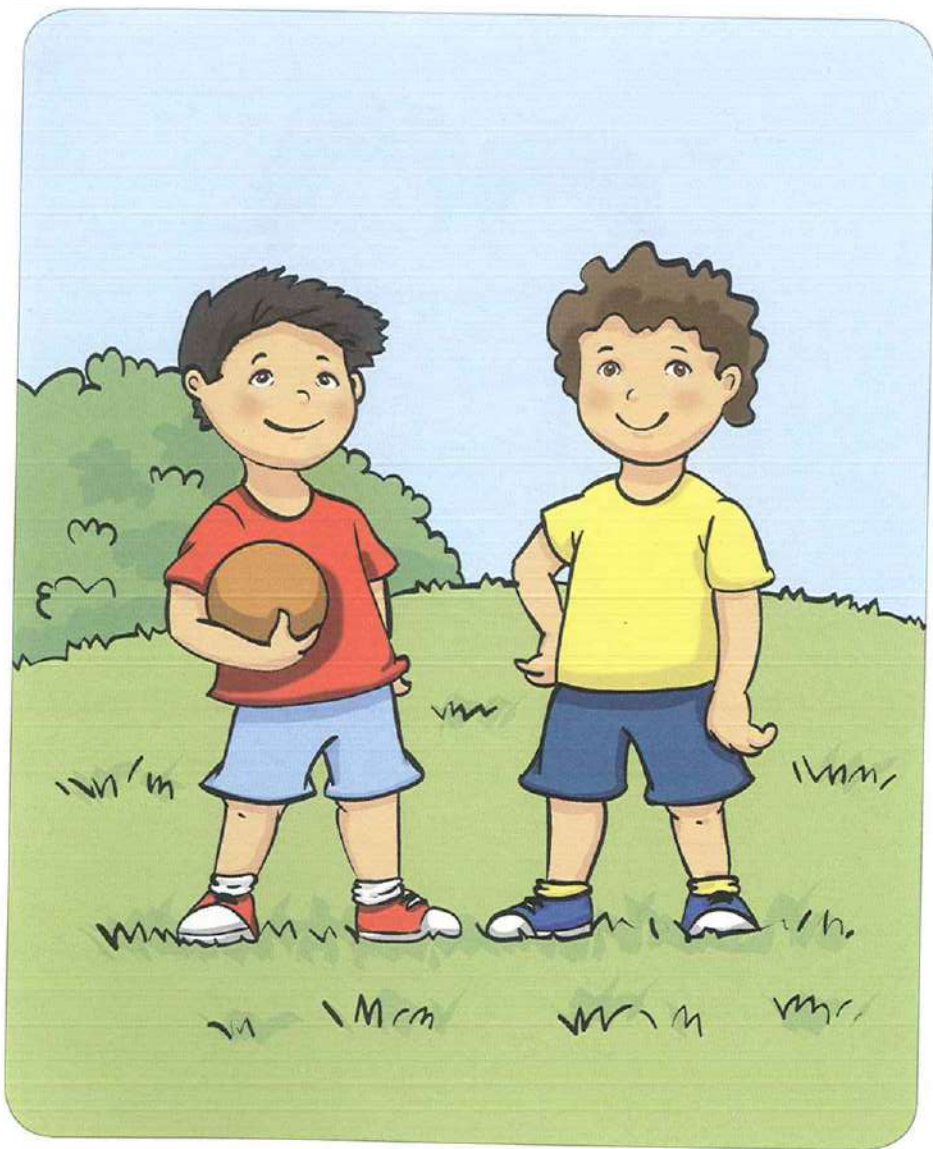
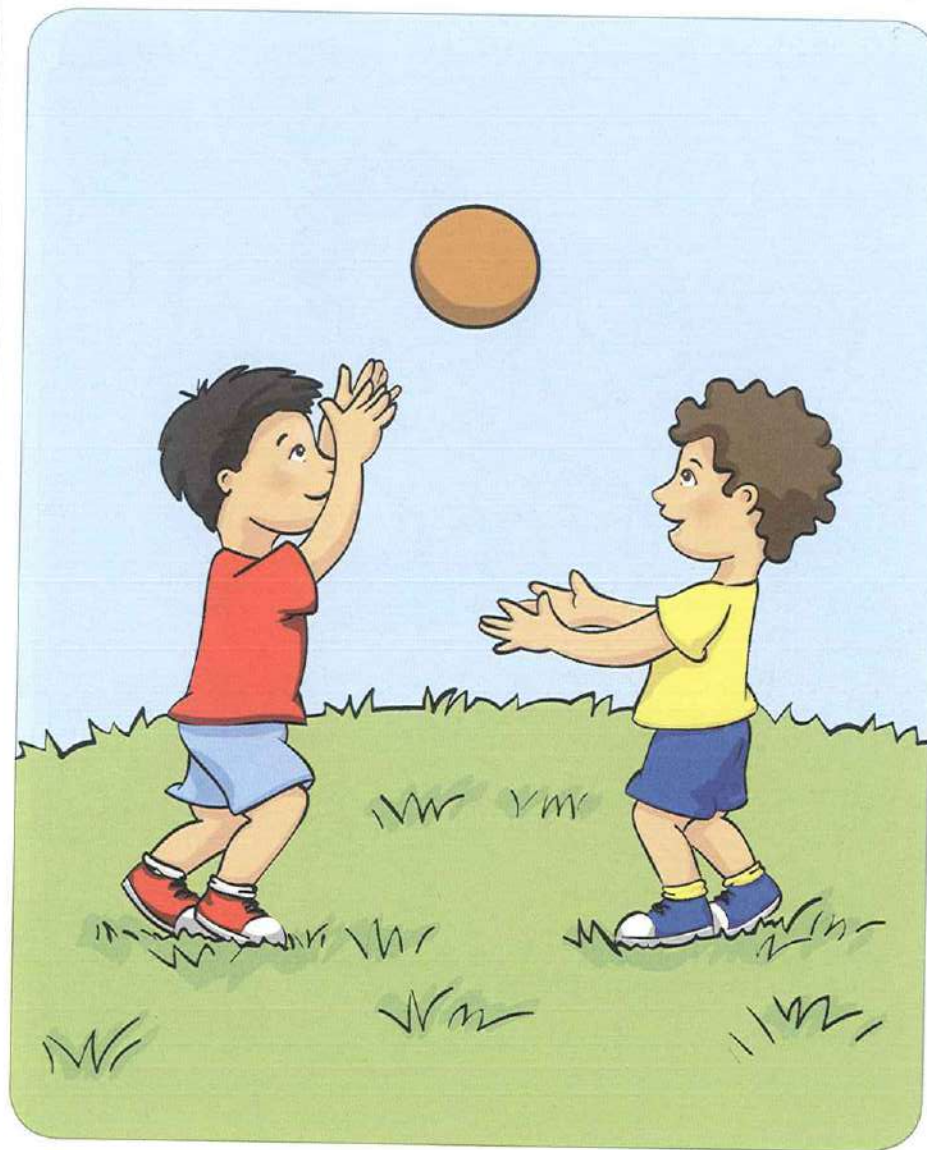
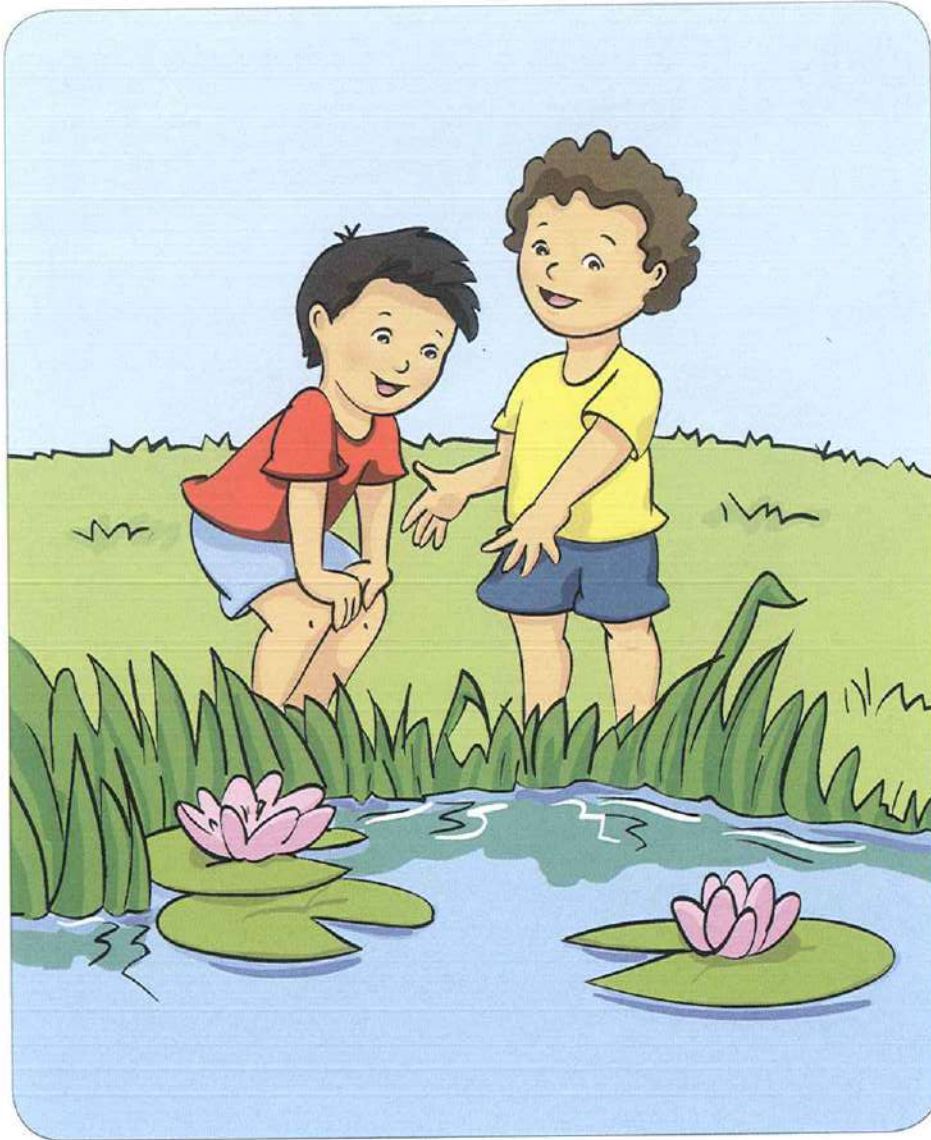
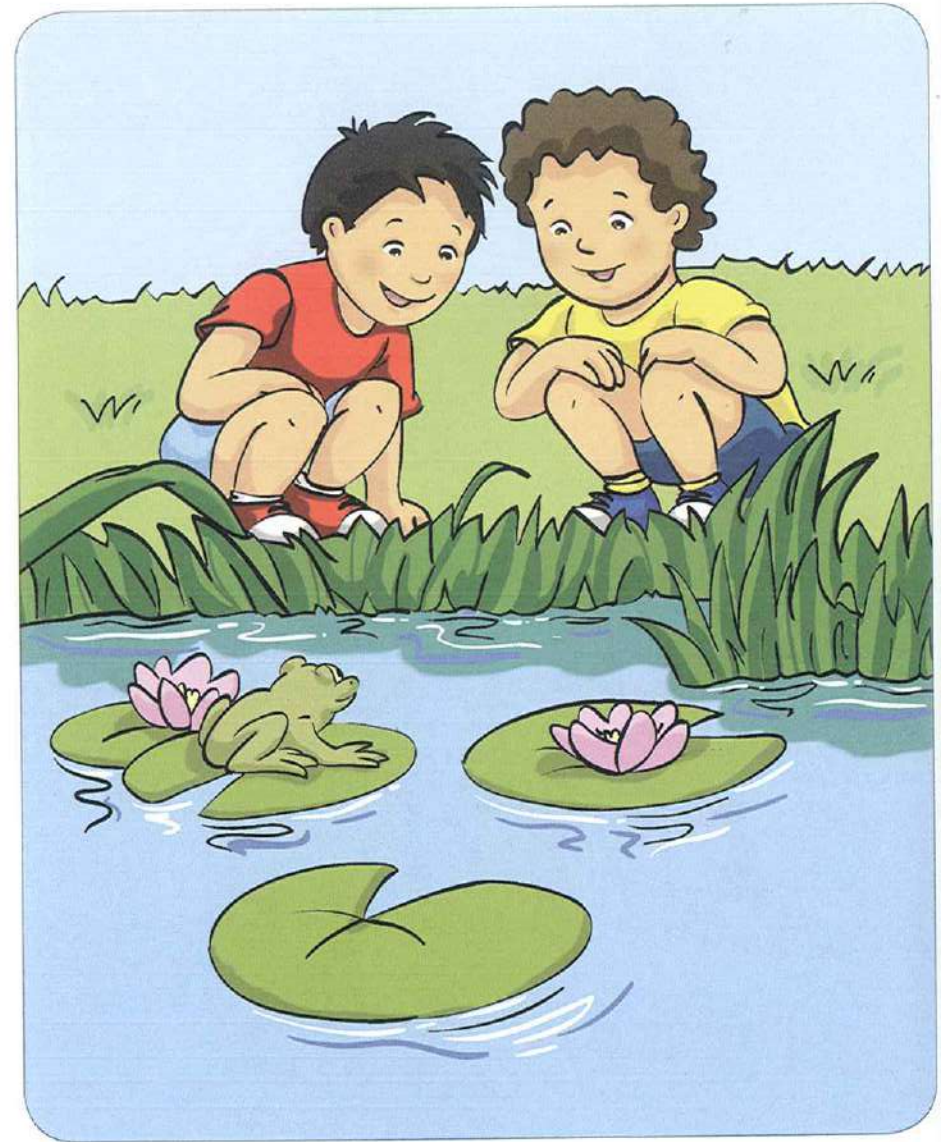
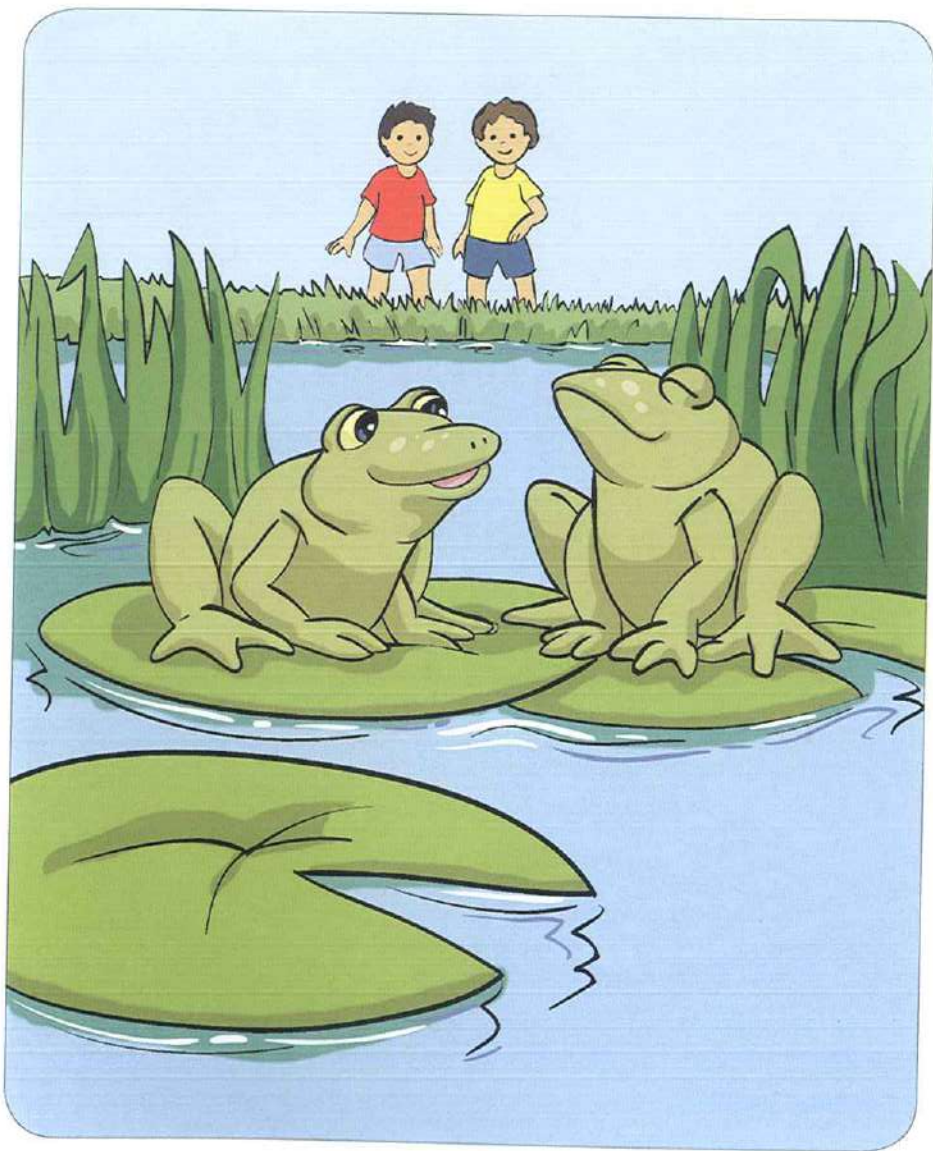
Issues

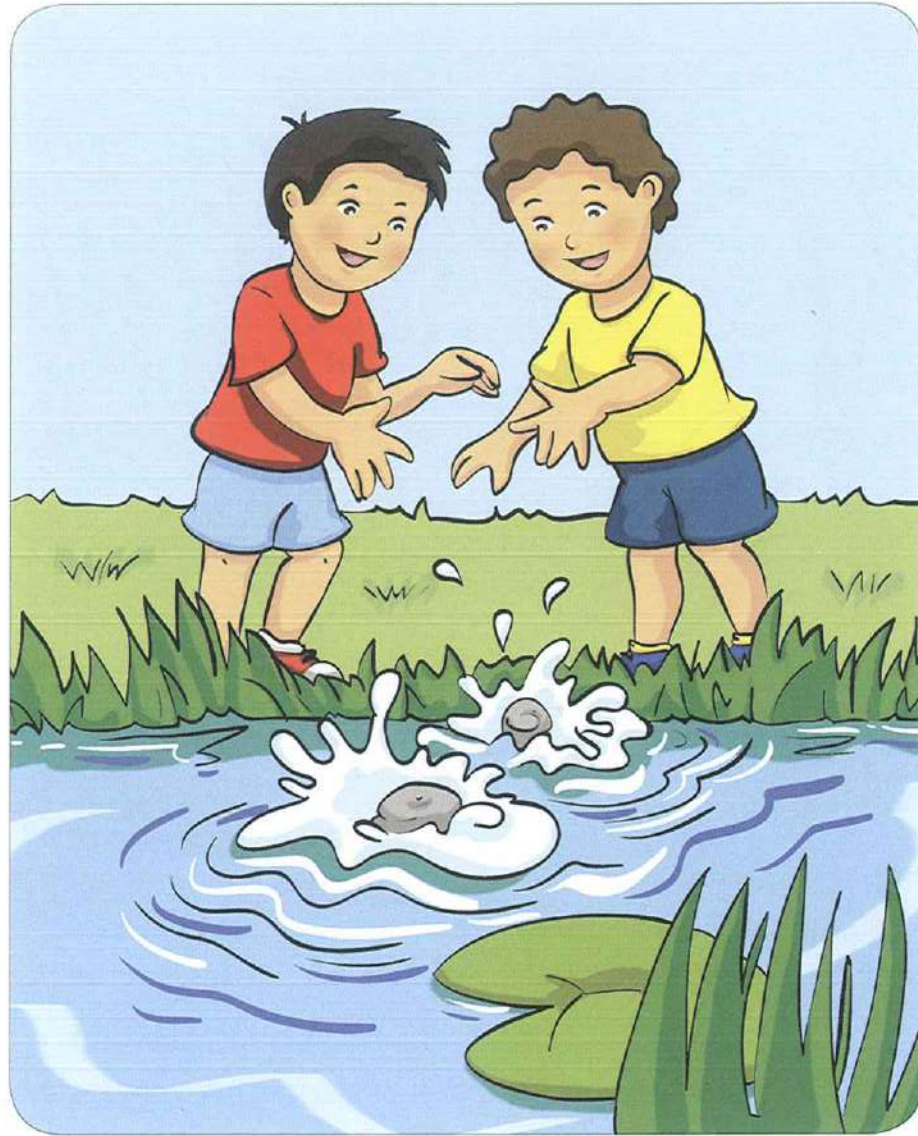
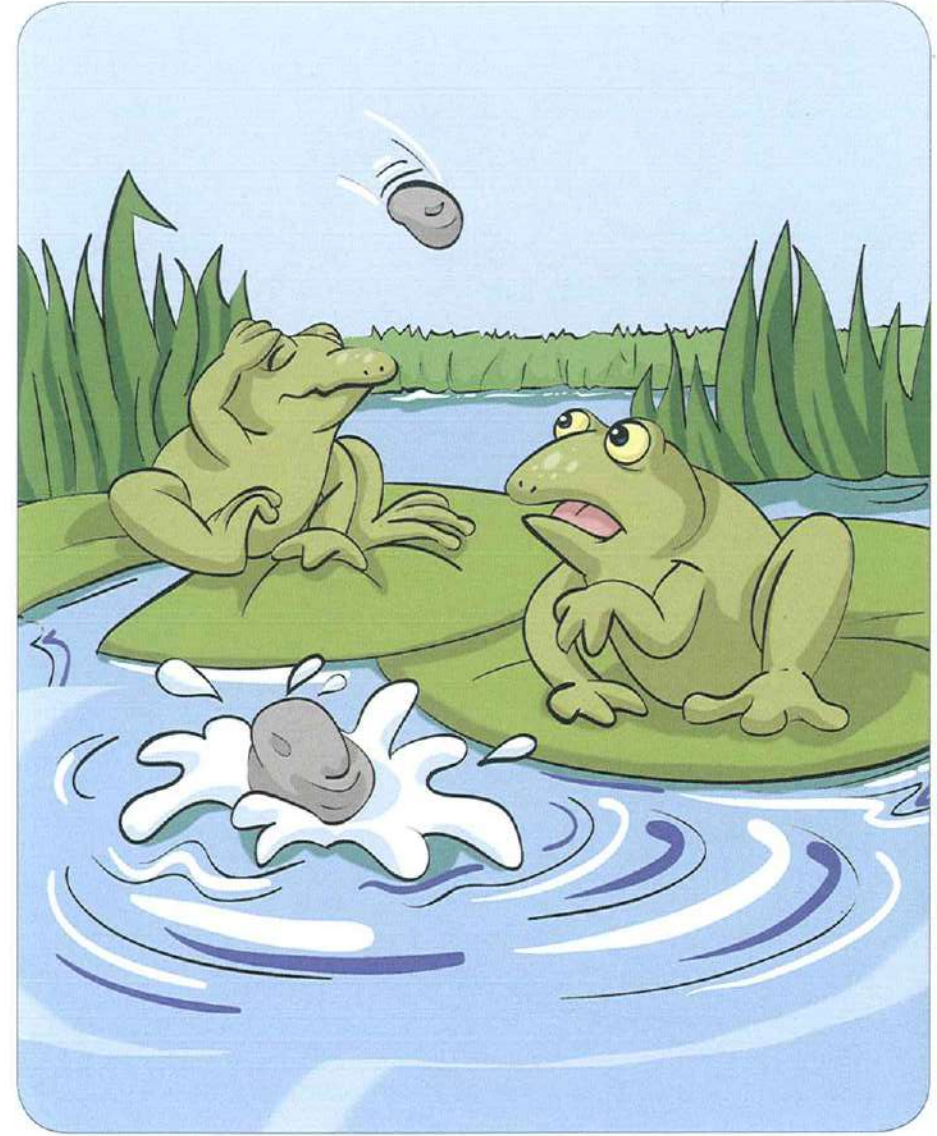
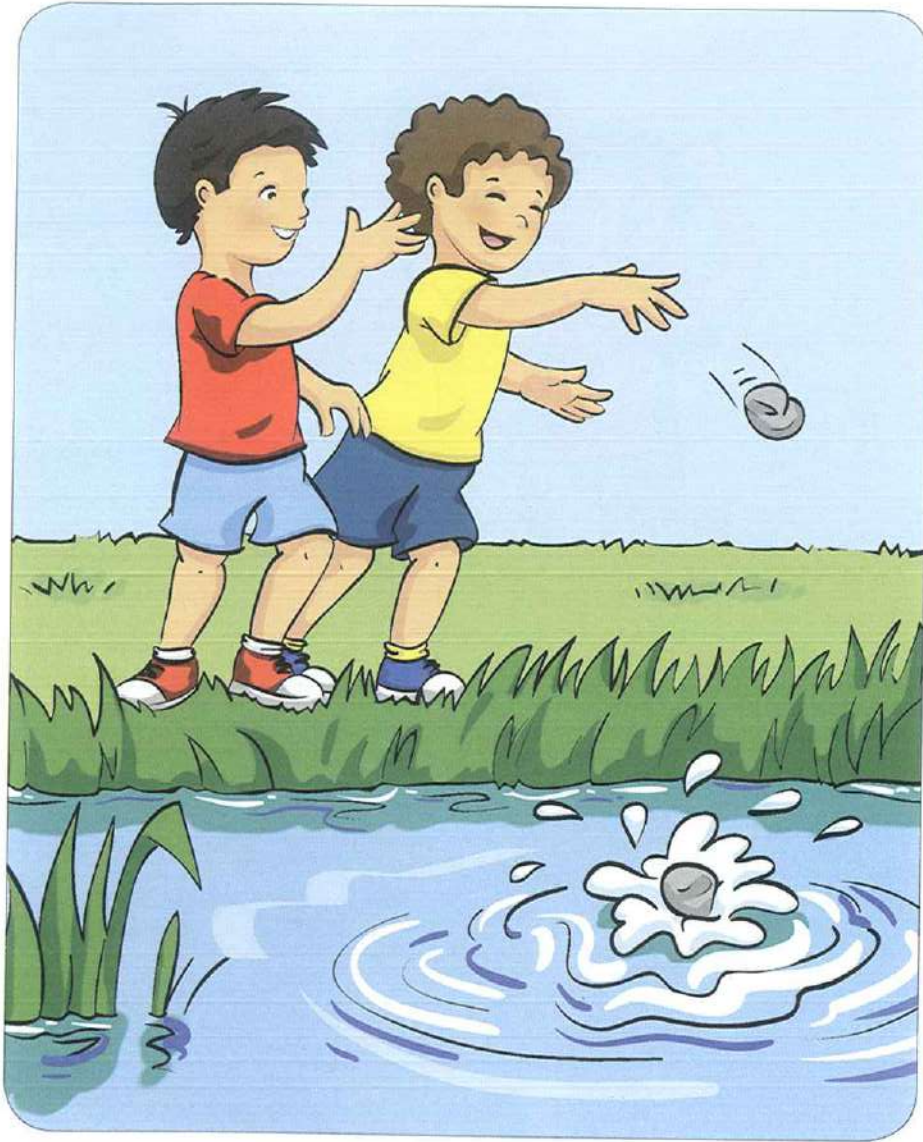
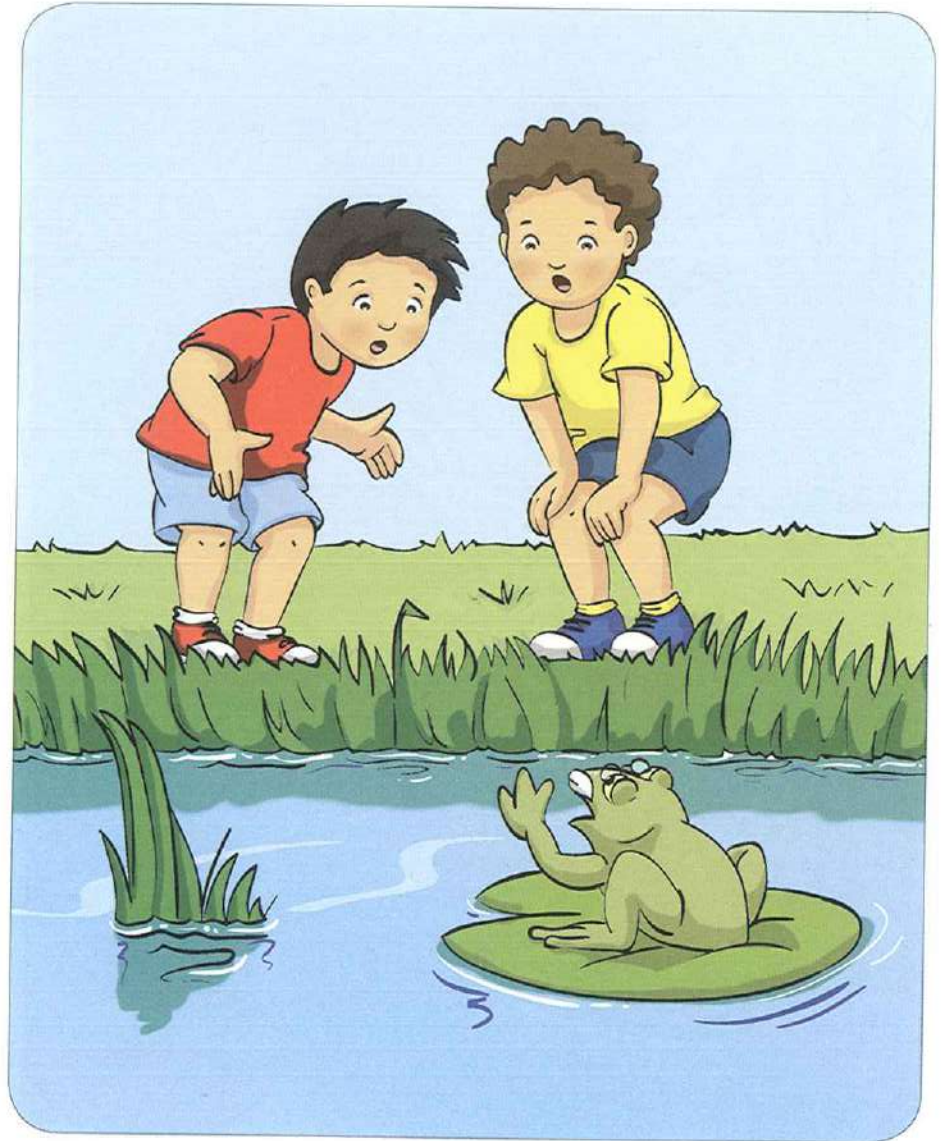
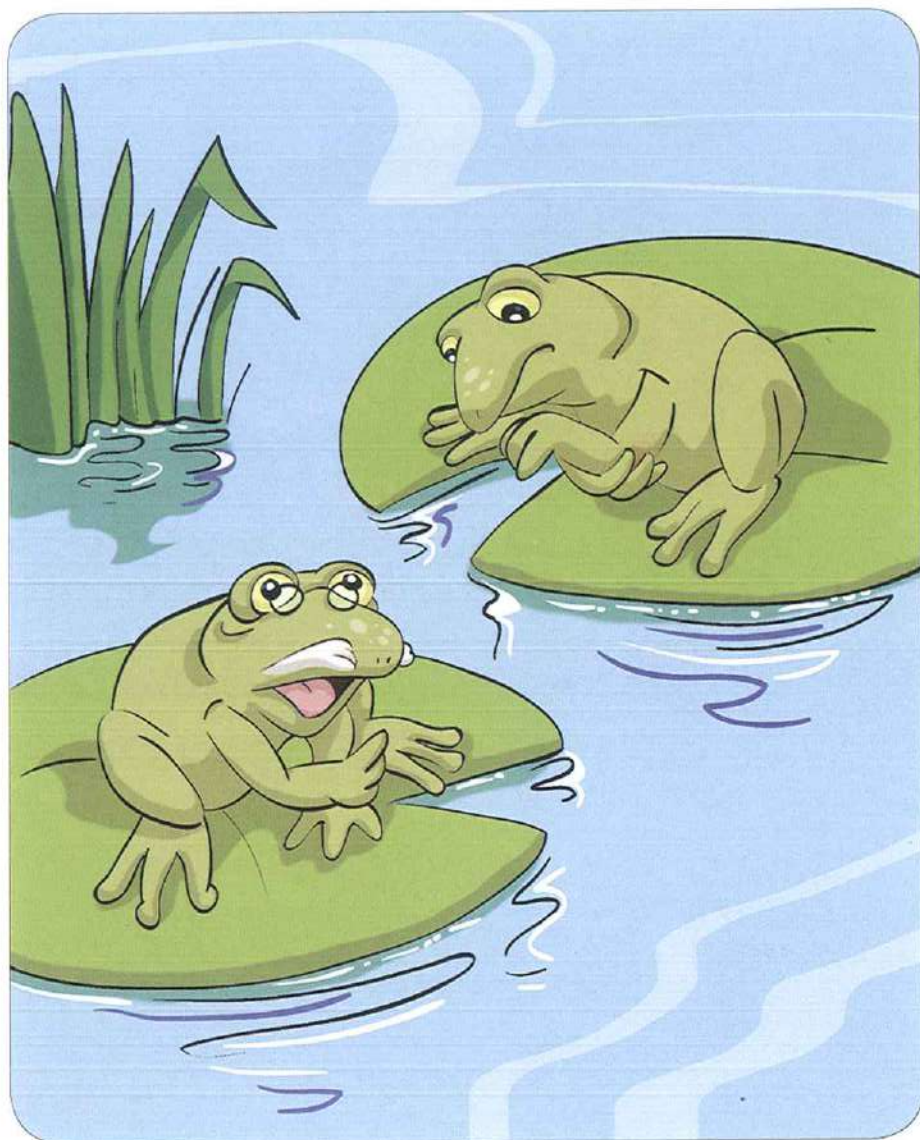
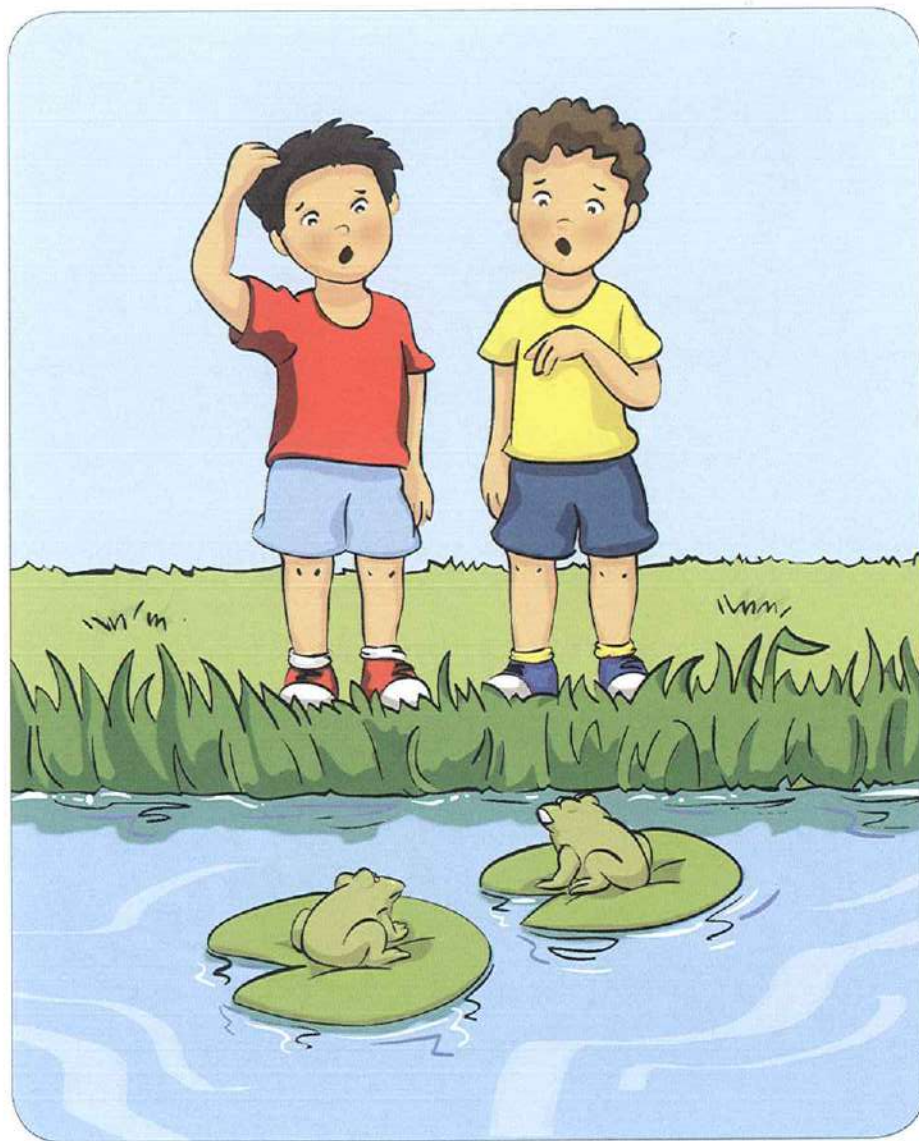
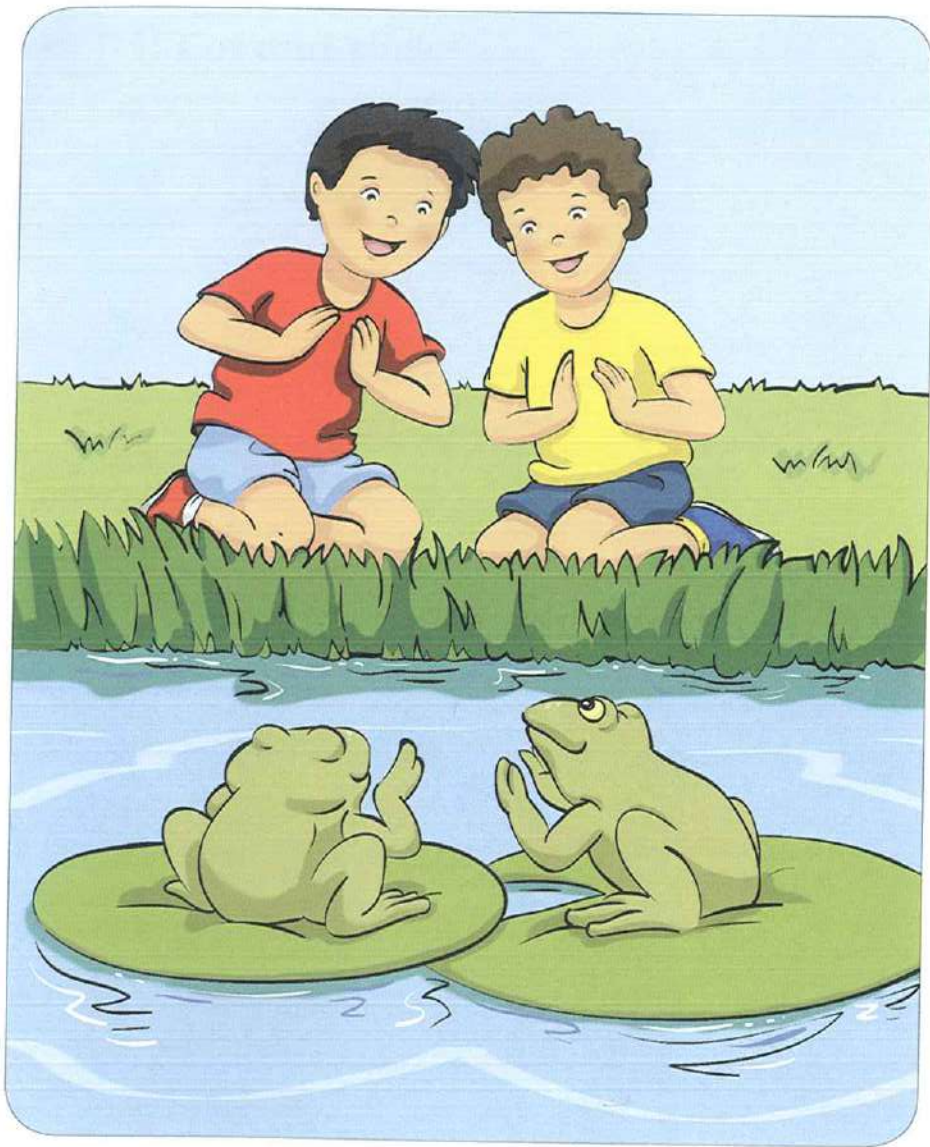
Phonics dD sS

Problem-solving

Project

The Boys and the Frogs

By Nicola Gardner

Illustrated by: Iole Rosa

This is Seleem. This is Mazen.

Let's play!

Look! It's a pond!

I can see water. I can see flowers.

We are happy frogs.

We like our pond.

This is fun!

We are sad frogs.

We like this game!

Stop!

My friend is hurt!

Sorry, frogs!

We are friends.

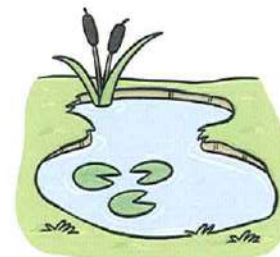
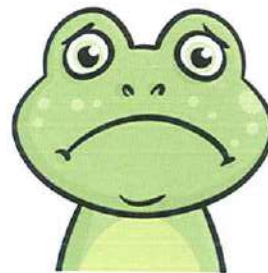
Picture dictionary

1 Look and read

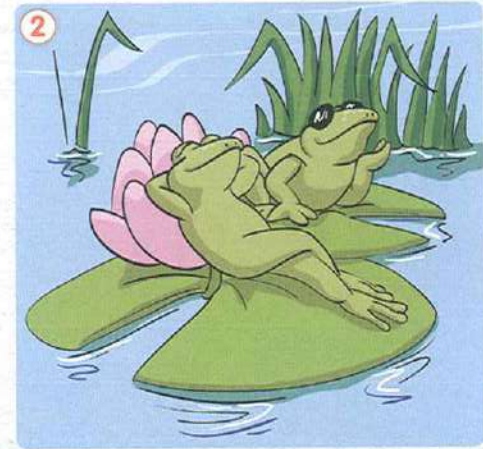
play

happy

pond

sad

hurt

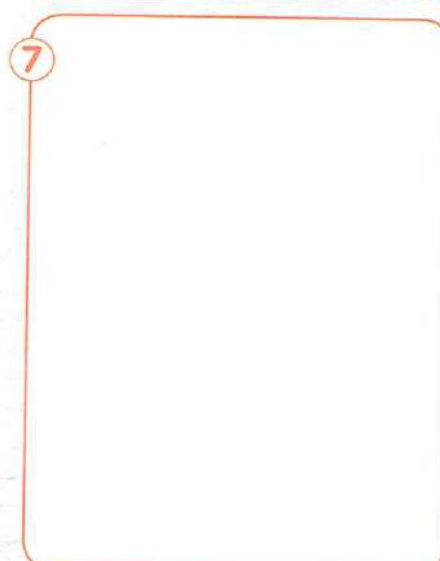
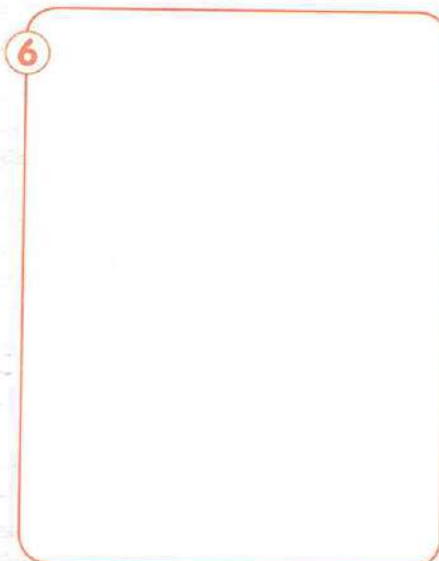
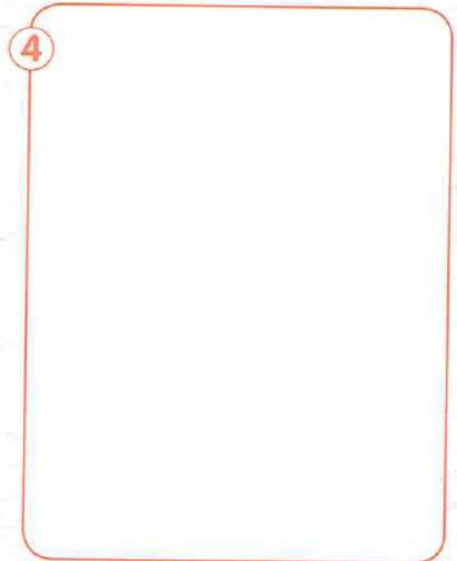
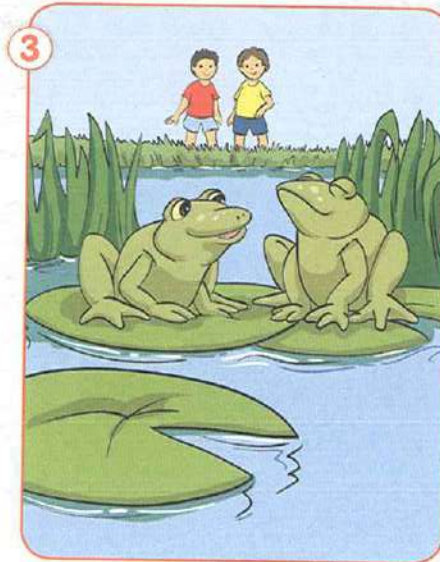
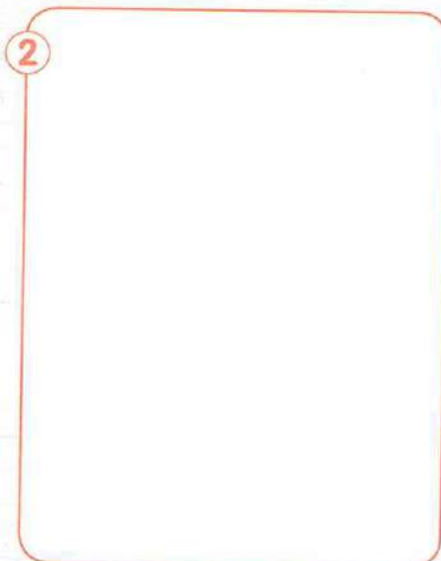
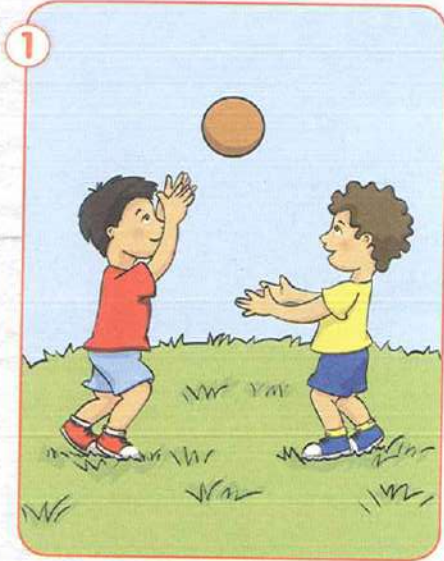
1 Read and circle

Seleem and Mazen can see **frogs/flowers.**

The frogs like the **pond/park.**

Seleem and Mazen are **brothers/friends.**

The frog is **happy/sad.**

1 Cut and stick

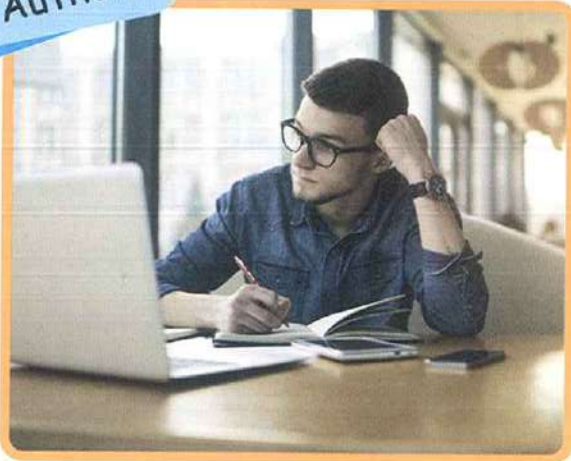
1
2
3
4
5
6
7
8
Go to page 97

The Boys and the Frogs

I liked:	I didn't like: ☹

1 Read and find

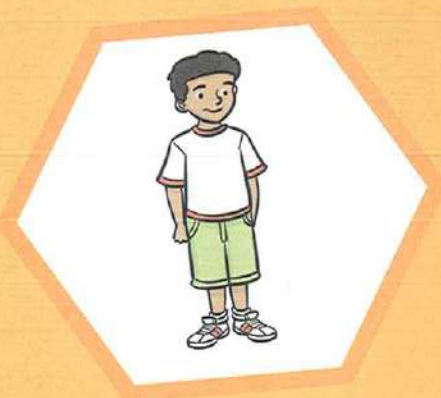
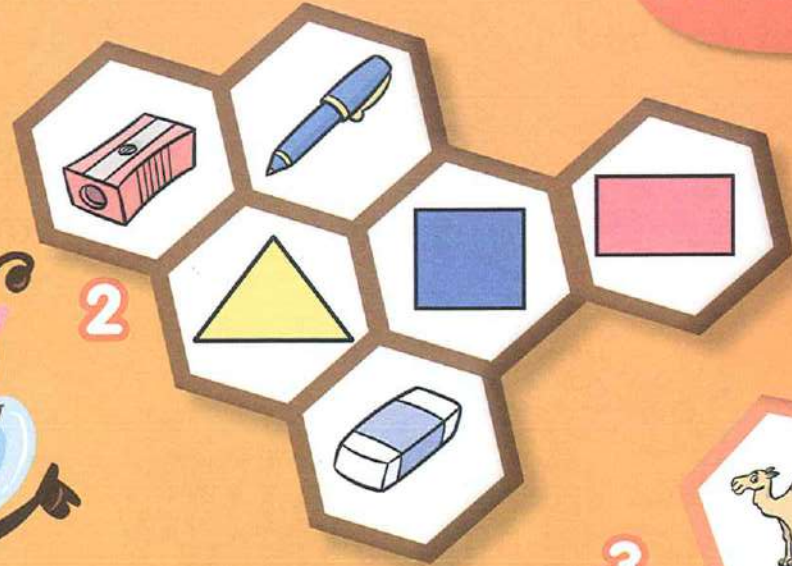
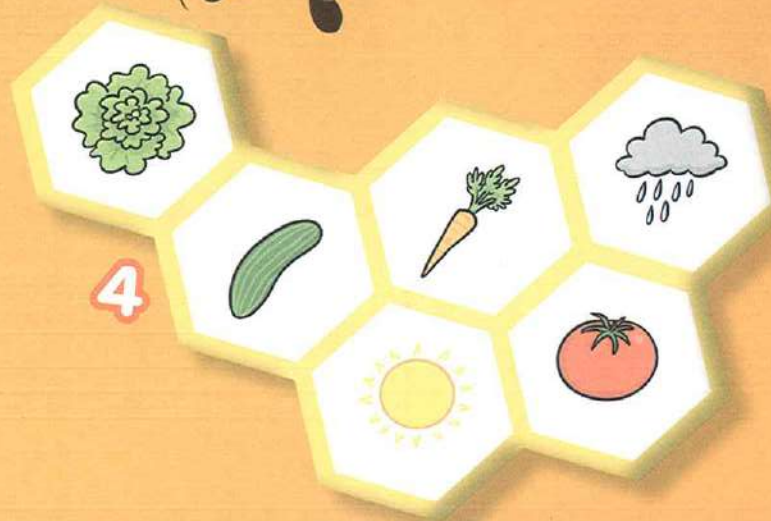
Who am I?

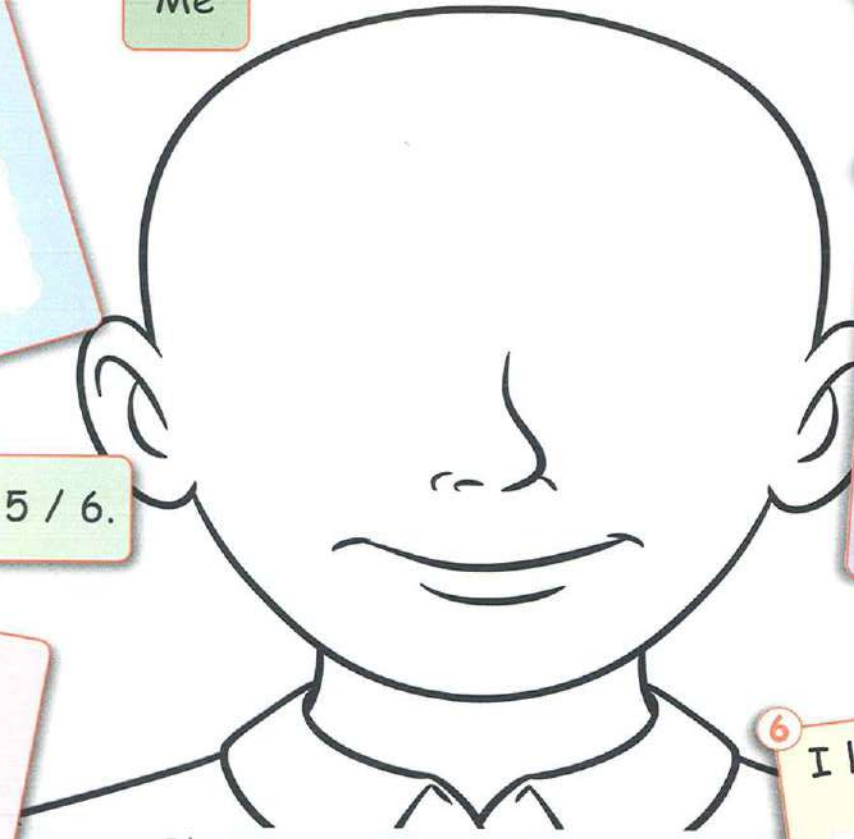
....

....

Go to page 76

Review 1

1 Listen and find

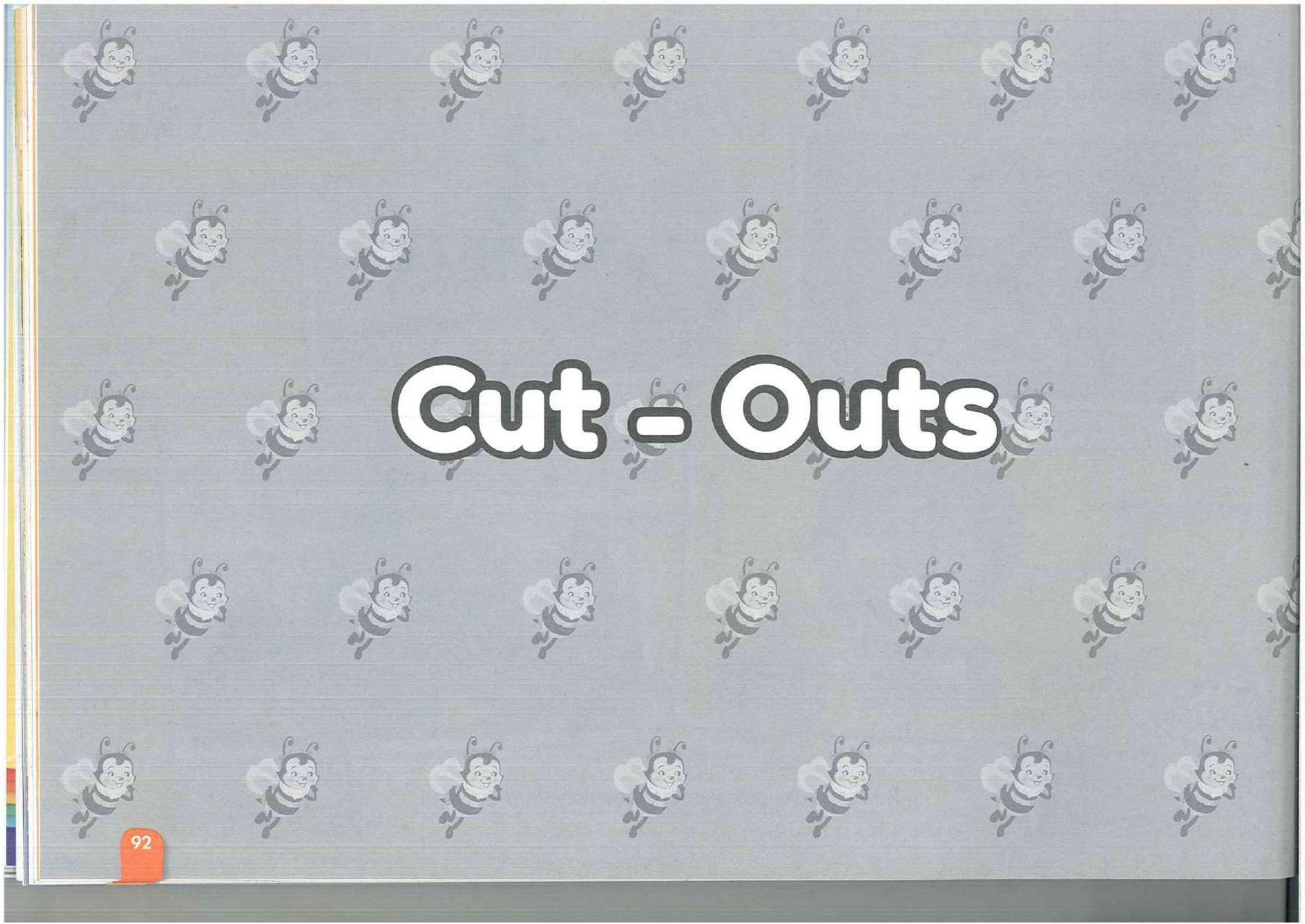
1

Revision of vocabulary from units 1–4

1 Read and circle
2 Draw and say
Me
1 My family
2 I'm a baby / child / adult.
3 I'm 4 / 5 / 6.
4 My favorite animal
5 My favorite color
6 I like
I'm ____________
Revision of language from units 1–4
Go to Activity Book page 71

1 Match and trace

2 Point and say

Revision of sounds from units 1–4

Go to Activity Book page 72

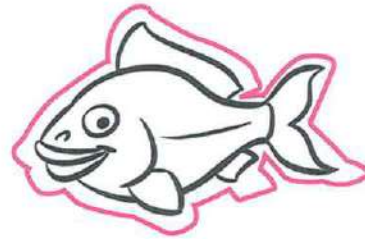
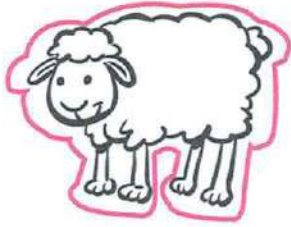
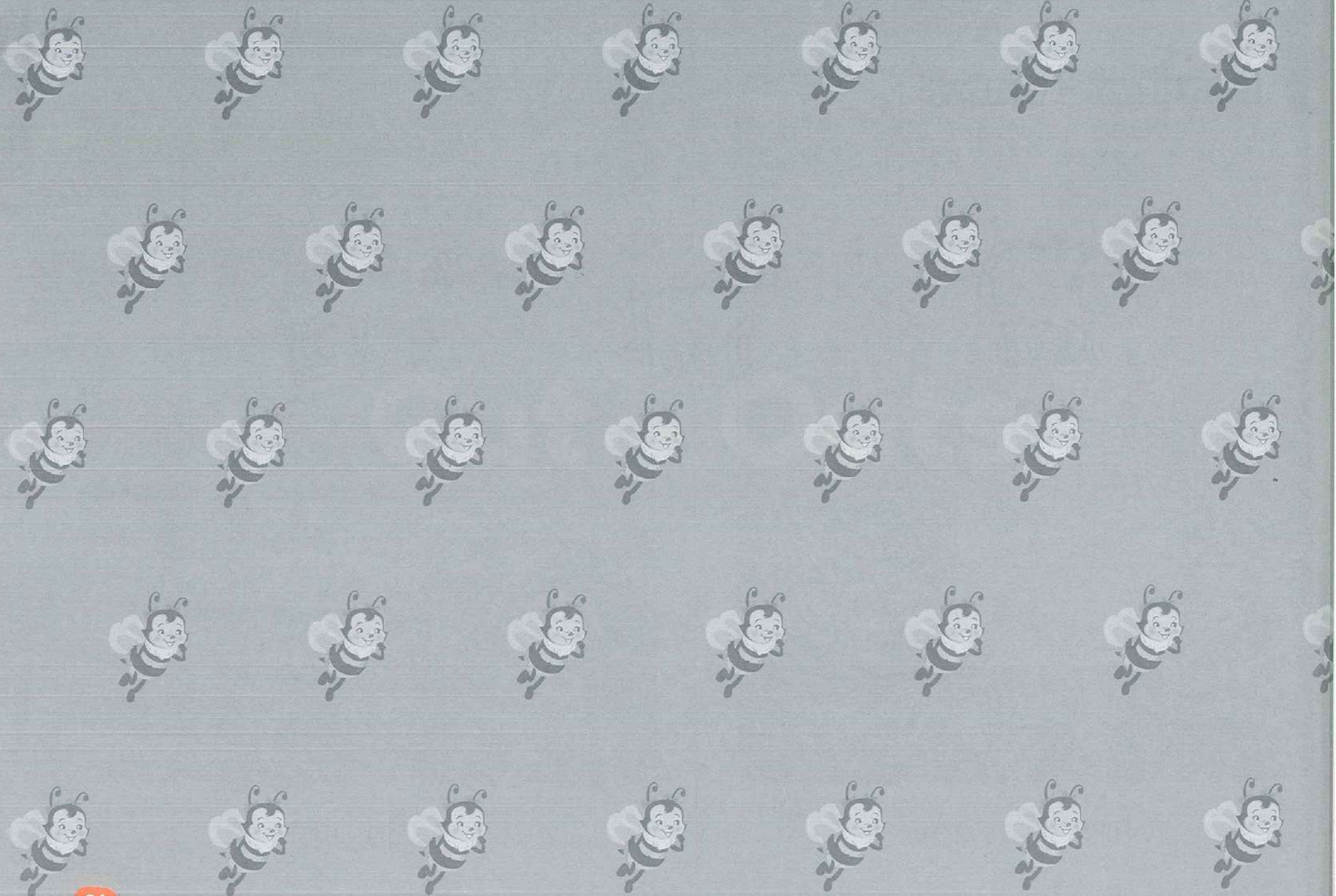
1 Listen and point

2 Say

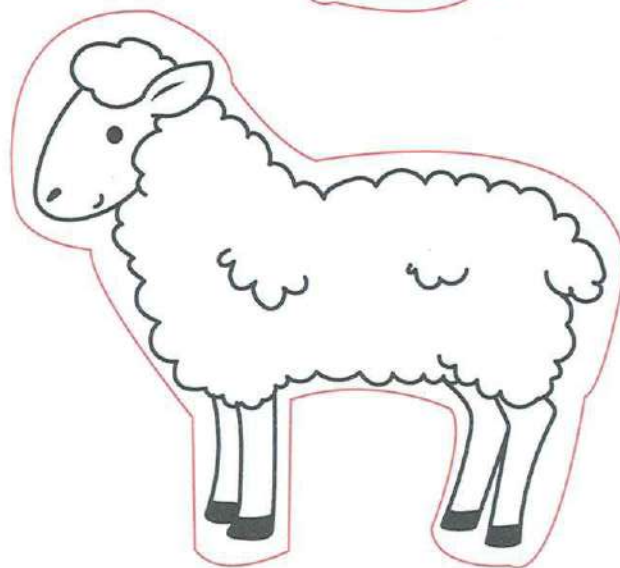
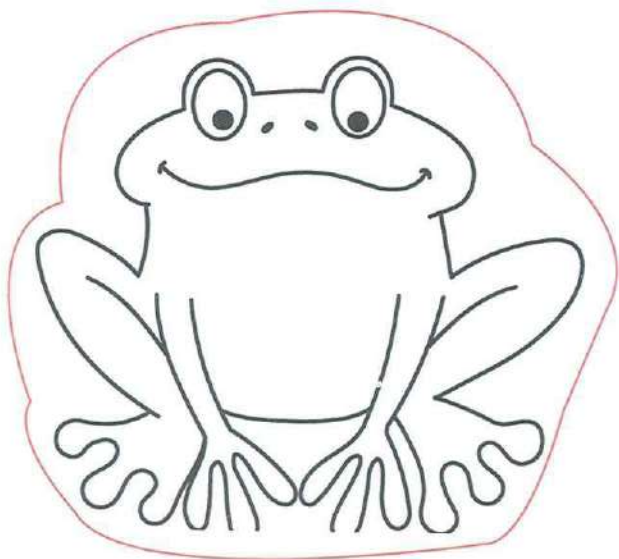
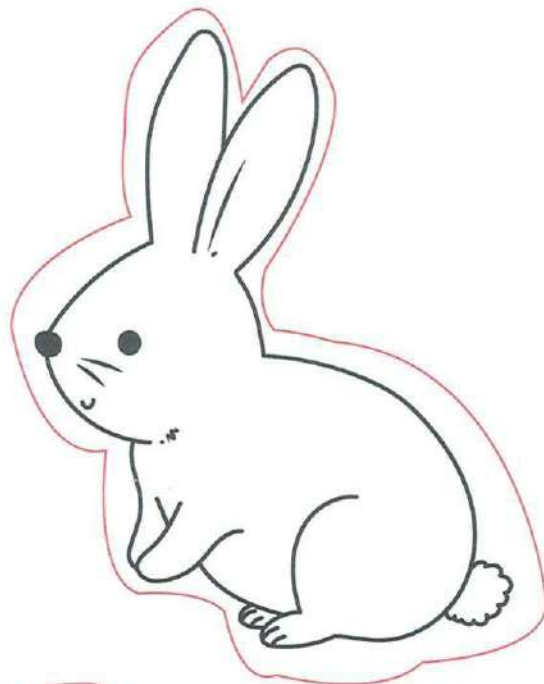
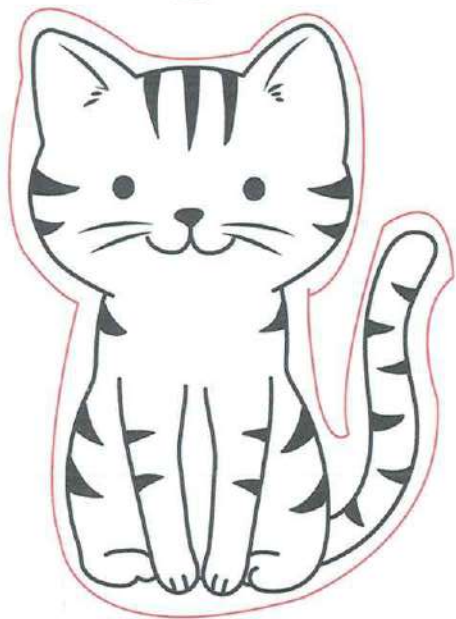
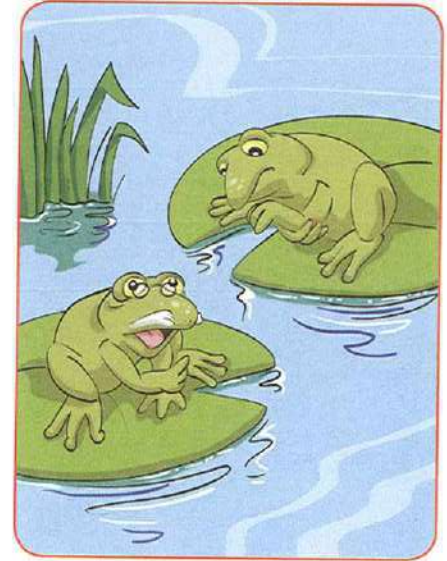
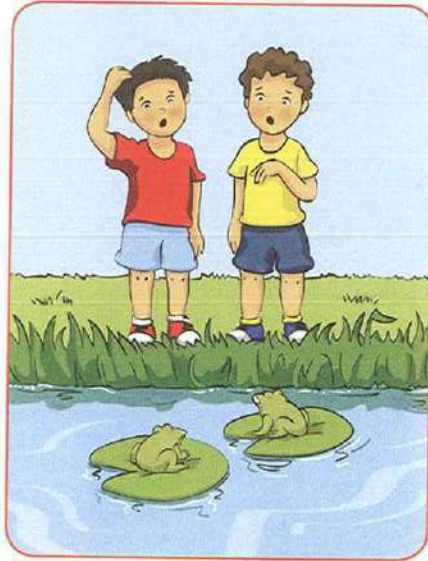
Revision of language and vocabulary from units 1–4

Go to Activity Book page 73

Cut - Outs

Unit 3

Land and water

Unit 3

Make a collage

The Boys and the Frogs

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